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# International Languages

*Curriculum  
Guideline*

*Intermediate and  
Senior Divisions  
1990*

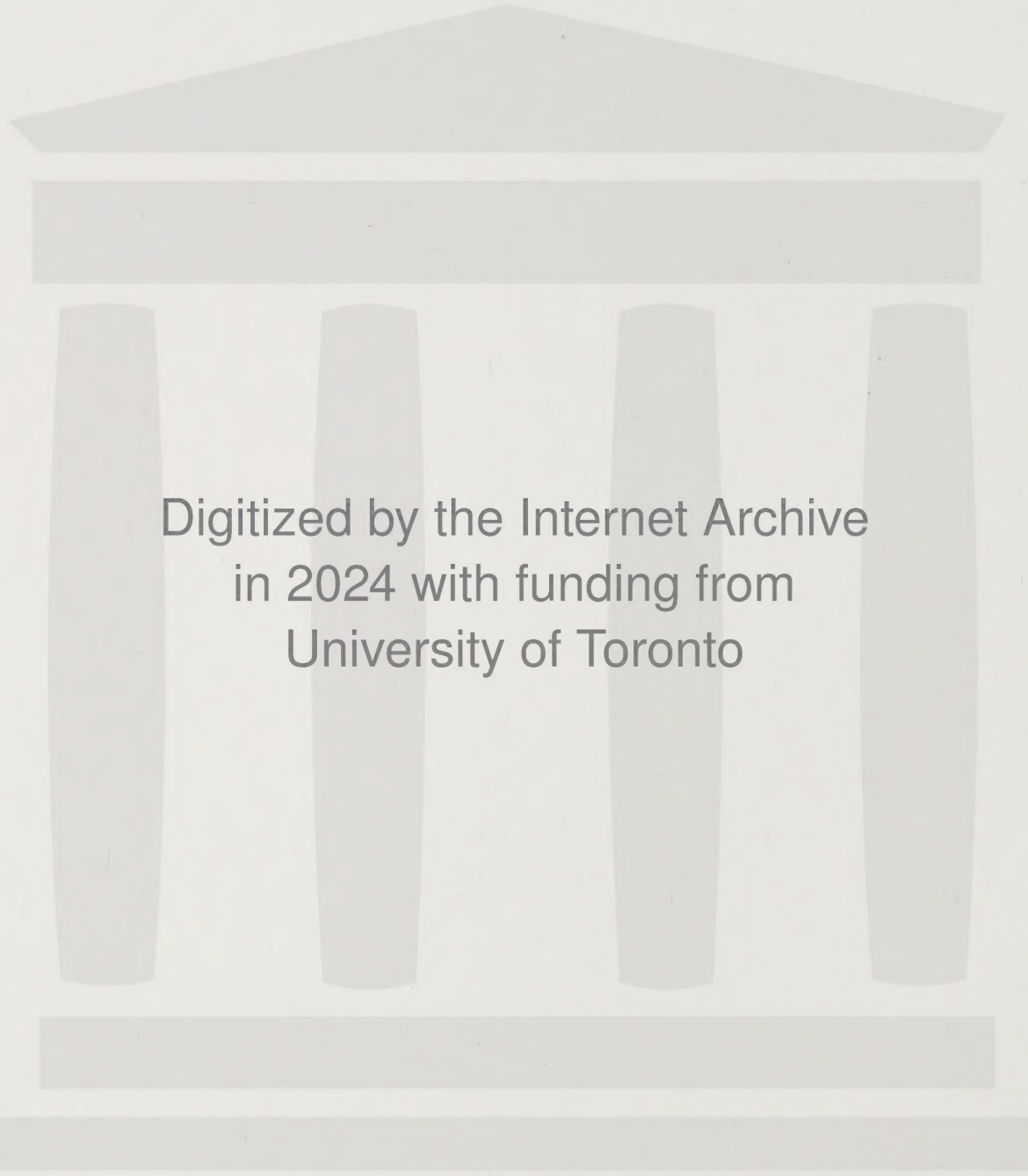
## PART B: PROGRAM DEVELOPMENT



Ministry  
of  
Education



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Cette publication est également offerte en français sous le titre  
suivant : *Langues internationales, Partie B : Élaboration du programme.*

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# PREFACE

*International Languages, Intermediate and Senior Divisions, 1990* is divided into two parts:

- *Part A: Policy and Program Considerations;*
- *Part B: Program Development.*

This guideline supersedes the following Ontario Ministry of Education guidelines:

- *German S. 15B (13), 1968*
- *Italian S. 15D, 1968*
- *Italian S. 15D (13), 1968*
- *Modern Languages I. and S. 15, 1961*  
(French, German, Italian, Russian)
- *Russian S. 15C (13), 1968*
- *Spanish I. and S. 43, 1964*
- *Spanish S. 43 (13), 1968*

The International Languages guideline provides guidance for the organization of secondary school credit courses in international languages: that is, in modern languages other than the national languages – English and French – and Native languages. Part A of the guideline outlines policy and program considerations for these courses. The present document, *Part B: Program Development*, clarifies the objectives outlined in *Part A: Policy and Program Considerations* and provides guidance for the development of programs to meet those objectives.



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# OBJECTIVES





# OBJECTIVES

## INTRODUCTION

The objectives outlined in this section (pages 5 to 10) have been derived from the aims of the international language program. These objectives have been divided into three areas:

- language skills;
- language knowledge;
- cultural awareness.

Not all the objectives are applicable in the early stages of an international language program; some become appropriate only at a later stage. Some objectives will not be suitable for programs offered at the basic or general level. The nature of language acquisition means that an objective, once introduced, remains valid in subsequent years. Objectives are not discarded; instead, new ones are added, and the learning activities are broadened as the body of structures and vocabulary on which students can draw increases.

Most language-learning activities encompass several objectives, as the chart below illustrates; this characteristic should be used to advantage whenever possible.

The acquisition of specific structures and vocabulary is not in itself an objective. These components must be integrated gradually and continuously in the functional language skills of the students to achieve the essential aim of the program – communication. To further this basic aim, classes must be conducted in the language the students are learning.

Teaching the structure and functioning of a language in that language develops students' language skills as well as their knowledge. Language structures will be taught inductively from examples that students learn in context, using a minimum of essential grammatical terminology. Simple diagrams that use underlining,

## Student Activity

## Learning Objectives

	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>	<i>Language Knowledge</i>	<i>Cultural Awareness</i>
Retelling a story	•	•			•	•
Learning a song	•	•	?			•
Playing a role	•	•	?	?	•	?
Asking and answering questions	•	•	•	•	•	?
Correcting exercises	•	•	•	•	•	
Taking dictation	•		•	•	•	?
Developing a generalization	•	•	•	•	•	
Reading for meaning	•	•	•	?	•	?
Making a group presentation on a cultural topic	•	•	?	?	•	•
Developing a free composition as a class	•	•	•	•	•	?

? Objectives in these learning areas are included only if students have reached the appropriate level or if the theme chosen is suitable.



arrows, and boxes to show relationships between language elements will clarify brief explanations in the target language.

Cultural topics should be introduced and discussed in the language that students are learning. This will require teachers to choose topics that relate closely to the themes and vocabulary of the course and, in the early stages, topics that can be presented visually through pictures, maps, or objects. Teachers must adapt their own use of language to the students' level of competence. As students progress in the language, the range of cultural topics that can be discussed will broaden. Well-chosen cultural topics enhance both language learning and students' motivation to learn.

## LANGUAGE SKILLS

The pages that follow list objectives for each of the four language skills – listening, speaking, reading, and writing. Although most communication activities involve more than one language skill, for purposes of illustration each skill is addressed separately. The letter codes located in the right-hand column indicate the program levels for which each objective is appropriate.\*

Appendix A suggests individual activities that relate to each objective and identifies the program level for which the activities are appropriate. The activities can be used for language development as well as assessment. They are presented in a progression, from those suitable for beginners to those suitable at later stages.

### Listening

#### 1. *Develop general listening strategies*

The program should help students to develop the ability to:

- listen attentively; B G A O
- retain what they have heard; B G A O
- grasp the general meaning of a situation using all available clues; B G A O
- extract specific information from continuous speech appropriate to their level of language competence; B G A O

- understand precisely structures and vocabulary within a context when the purpose requires it; B G A O
- begin to understand unedited speeches, plays, radio and television programs, and other such public presentations, where they are available. A O

#### 2. *Appreciate differences in pronunciation and intonation*

The program should help students to sharpen their perception of spoken language by learning to:

- hear standard language accurately enough to reproduce it; B G A O
- recognize differences in intonation; B G A O
- recognize distinctive differences in accent, dialect, and levels of language, particularly where there are native speakers in the community. G A O

#### 3. *Understand a variety of speakers in a variety of contexts*

The program should help students to develop the ability to understand the language spoken by:

- a single speaker directing remarks to a listener and concerned with communicating; B G A O
- a small group exchanging comments using structures and vocabulary within the students' grasp; B G A O
- a variety of speakers talking on familiar topics; G A O
- speakers making oral presentations to a group; G A O
- speakers on tape or on the telephone; G A O
- speakers using a variety of accents, levels of language, and dialects, where they exist in the community; G A O
- speakers on radio and television, where they are available; A O
- actors in films and plays, where they are available. A O

\* B = basic; G = general; A = advanced;  
O = Ontario Academic Course



4. *Increase the complexity of language understood*

The program should help students at all levels to understand spoken language involving increasingly broad vocabulary and complex structures in:

- contexts that they are familiar with; B G A O
- new combinations of familiar structures and vocabulary; B G A O
- exchanges on familiar topics in which the meaning of new words and structures may be inferred from contextual or structural clues; G A O
- exchanges in standard language without stylistic difficulties on subjects within the range of their interests. A O

*Speaking*

1. *Develop confidence in speaking*

The program should help students to develop and maintain the confidence to:

- participate voluntarily in communication even though they risk making errors in expression; B G A O
- persist in the effort to communicate. B G A O

2. *Refine pronunciation and intonation*

The program should help students to develop, within the context of meaningful speech, the ability to:

- pronounce the language with phonemic accuracy; B G A O
- use correct intonation; B G A O
- articulate clearly with the muscular tension and use of stress that are appropriate to the language. B G A O

3. *Formulate and express ideas*

The program should help students to develop the ability to:

- convey the general sense of a thought they wish to express by adapting their ideas to the structures and vocabulary of the language they have at their command; B G A O

- use structures and vocabulary precisely within a context when the purpose requires it; B G A O

- organize their thoughts in order to express themselves directly and briefly; B G A O

- use levels of language appropriately. G A O

4. *Speak to a variety of audiences*

The program should help students to develop the ability to make themselves understood in the language in a variety of communicative situations; for example, in exchanges with:

- an individual who is concentrating on the student's remarks and trying to understand the meaning conveyed; B G A O
- a small group discussing topics in language that is within the students' grasp; B G A O
- members of the class in a spontaneous situation; B G A O
- members of the class in a prepared presentation; B G A O
- native speakers of the language in real situations. G A O

5. *Increase the complexity of language used*

The program should help students at all levels to express thoughts that demand increasingly broad vocabulary and complex structures in:

- contexts with which they are familiar; B G A O
- situations requiring new combinations of known structures and vocabulary; B G A O
- exchanges on familiar topics; B G A O
- prepared presentations. G A O



*Reading*

A clear distinction should be made between **oral reading**, intended to develop or to permit the assessment of pronunciation, intonation, and articulation skills, and **silent reading**, intended to provide students with information or pleasure. Oral reading is essentially a speaking skill and has been included under speaking objectives. The objectives that follow refer to silent reading. Sound-symbol relationships are included in the writing section; they should not receive undue emphasis when students are reading for meaning.

1. *Extend reading strategies*

The program should help students to develop the ability to:

- recognize, in a meaningful written context, structures and vocabulary that they have learned orally; B G A O
- use all available clues – context, structure, form, and graphic symbols – to determine meaning; B G A O
- use a bilingual dictionary effectively. G A O

2. *Develop fluency in reading*

The program should help students to gain confidence and skill in:

- attempting to infer meaning from context and refining or correcting the inference as they read further; B G A O
- attempting to predict further developments in a story or article and verifying their predictions; B G A O
- reading with only a limited use of the dictionary; G A O
- adjusting their reading precision and rate to suit different purposes. G A O

3. *Read to learn*

The program should help students to learn to:

- extract specific information from a passage; B G A O
- read for comprehension of ideas, not merely of individual words; B G A O

- understand precisely structures and vocabulary within a written context when the purpose requires it; B G A O
- extend their knowledge of vocabulary and structures through reading. G A O

4. *Study the qualities of reading material*

The program should help students to identify and begin to analyse critically:

- aspects of culture reflected in their reading material; B G A O
- plot, character, and setting; B G A O
- mood, form, and style; A O
- the characteristics of the works of two or more significant literary figures. O

5. *Read material of increasing complexity*

The program should help students at all levels to learn to read materials involving increasingly varied vocabulary and complex structures, including:

- materials dealing with contexts that have been encountered in speech; B G A O
- passages containing new combinations of known structures and vocabulary; B G A O
- passages in standard language without stylistic difficulties, on subjects of interest to the students; G A O
- materials written in a variety of styles, including excerpts from newspapers and magazines, formal prose, poetry, and drama; G A O
- passages on familiar topics in which the meanings of new words and structures can be inferred. A O



### Writing

For secondary school beginners in an international language, writing activities serve to support and reinforce the oral introduction of language components; these students should write to practise and to consolidate their grasp of structures and vocabulary. Students should also write to express their own ideas as early as possible. Frequent opportunities for brief communication in writing should be included in the program.

Students' writing should not be limited to the quantity that teachers can correct in detail. Working with editorial partners or groups can help students to improve pieces of writing and to select the best items for formal evaluation.

#### 1. *Develop accuracy in writing*

The program should help students to develop the ability to:

- spell correctly the words they have learned; B G A O
- use structures and vocabulary accurately in context; B G A O
- use bilingual and picture dictionaries effectively. B G A O

#### 2. *Develop confidence in writing*

The program should help students to develop and maintain the confidence to:

- express their ideas in writing by adapting them to the structures and vocabulary they have at their command, even though they risk making errors in expression; B G A O
- persist in their efforts to communicate in written form. G A O

#### 3. *Formulate and express ideas*

The program should help students to develop the ability to:

- organize their thoughts in order to express themselves directly and briefly; G A O
- be precise and sensitive in their use of language. A O

#### 4. *Write increasingly complex material*

The program should help students to learn to write using a broader vocabulary and more complex structures in:

- the transcription of material that has been learned orally; B G A O
- new combinations of known structures and vocabulary; B G A O
- guided compositions; G A O
- the expression of their own ideas on familiar topics in functional and creative writing. A O

### LANGUAGE KNOWLEDGE

Knowledge of the structure and functioning of language enables students to advance from learning by imitation to generating new expressions based on an understanding of language patterns. A balance of language study and practice and language use best develops students' ability to communicate with confidence.

It is expected that instruction in language structure, like that in other aspects of the program, will be carried on in the language being taught. The use of grammatical terminology should be limited, but students need to know some terms in order to be able to formulate generalizations and to facilitate and refine classroom communication about language. The aim of the program, is, however, not to develop grammarians, but to develop competent language users.

#### 1. *Develop awareness of language forms and patterns*

The program should help students to acquire:

- a growing knowledge of the patterns of spelling; B G A O
- an understanding of word formation; B G A O
- a growing knowledge of standard grammatical forms and terms. B G A O



2. *Develop the ability to analyse structures*

The program should help students to develop the ability to:

- make generalizations about the language; G A O
- make analogies in the language from patterns they have learned. G A O

3. *Develop learning skills*

The program should help students to develop:

- effective language-learning strategies. B G A O

**CULTURAL AWARENESS**

Languages carry within them the culture, spirit, and philosophy of the people who speak them. It is an aim of the international language program to help students to develop sensitivity to the culture of the people whose language they are studying. The program should provide students with opportunities to experience that culture, to develop insight into it, and to understand the contribution of that civilization to the world and to Canada. Students should become aware of the concept of culture and understand that the parts of a culture interact to form a cultural whole.

Students whose parents or grandparents speak or spoke the language they are studying can make a special contribution to the cultural component of the program and derive special benefit from it. Through the cultural component teachers can help all students in the program to develop awareness of the many cultures interwoven in the fabric of Canada.

The term “culture” is used in two senses. It can be defined as the shared life of a community: the way people live, their language, social customs, arts, traditions, values, and the physical environment in which they function. It can also be used more narrowly to refer to great artistic and literary achievements and to the history of a people. While there is a place in the program for both aspects of culture, it is

culture in the anthropological sense – the way people live – that should be stressed. Throughout their language study, students should be aware of “learning a people” as well as a language.

The cultural topics that are introduced in an international language program must be discussed in that language; there should be an interplay between the study of culture and the development of the students’ language competence. This places a necessary restriction on the choice and treatment of topics, particularly with beginners. Only a few straightforward topics that can be presented in simple language supported by visual materials such as pictures, maps, or objects will be presented until students develop greater competence. In many languages, cognates can be used to assist comprehension.

The culture component of the curriculum will be planned by the teacher around topics selected from the list in the content section of this guideline. By selecting reading materials judiciously and being alert to relevant curricula in other subjects and available cultural opportunities outside the school, the teacher can create a program that integrates culture with language learning.

In the charts in Appendix A, the sample activities listed beside each objective demonstrate how to deal with cultural topics within an international language program. In every case the activity must be adapted to the students’ age, interests, and language competence.

1. *Experience aspects of the culture*

The program should provide opportunities for students to experience:

- elements of the cultural contexts in which the language is spoken; B G A O
- music, drama, and other art forms appropriate to their age and skill level; B G A O
- contacts with native speakers of the language. B G A O



2. *Acquire knowledge about the culture*

The program should help students to:

- become familiar or renew familiarity with famous people, objects, scenes, or customs that belong to the culture; B G A O
- become aware of geographical areas relevant to the target language. B G A O

3. *Understand cultural components of language*

The program should help students to:

- understand and use body language that is appropriate to speakers of the language; B G A O
- recognize and interpret common colloquial interjections and exclamations; B G A O
- identify what cultural and historical references mean to a member of the culture being studied. G A O

4. *Develop an awareness of the role and significance of culture*

The program should help students to develop:

- an awareness of their own cultural identity; B G A O
- pride in the traditions and background of their family; B G A O
- an awareness of and sensitivity to the similarities and differences between the culture they are studying and the culture of English or French Canada; B G A O
- sensitivity to the cultures of their fellow Canadians; B G A O
- an appreciation of the transformation that can occur when a culture is transplanted, or when it changes over generations. B G A O



# CONTENT





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# CONTENT

## INTRODUCTION

**T**he content of the international language program includes the concepts that speakers need to express, the language functions that they must perform, the grammar and vocabulary that they need for communication, and the cultural awareness that they need to acquire in order to use the language with sensitivity. The learning experiences in which these components can be integrated are also part of the content.

*Part A: Policy and Program Considerations* outlines the communicative concepts and language functions that must be included in the program, the aspects of culture that must be considered, and the types of learning experiences that best serve the aims of the program. (See Part A, pages 14 to 16).

In addition to concepts and functions, teachers must consider the grammar and vocabulary that students need to learn in order to develop basic, usable communication skills and to explore the cultural topics that are most appropriate for their program. These are outlined here in Part B.

This section also describes a model for organizing all the components of communication in a program sequence.

Detailed outlines of the language and cultural content of the program are given in Appendices B, C, and E.

## GRAMMAR

A summary by year of grammar points in English follows. Students must learn the equivalents of these points in the language they are studying. In some languages there are grammar points with no English equivalent; these will have to be added. **Teachers of individual languages will make appropriate adjustments in the allocation of grammar points to years, according to the difficulty they present.** Teachers of basic, general, and advanced level courses

will adjust the allocation of grammar points to suit the language background of their students. Most students choosing basic and general level credits in these languages come from a community where the language is spoken.

Grammar points are listed only in the year in which they are first introduced, although they continue to be used and refined in subsequent years.

The grammatical terms used in this chart refer to the English language. For examples that illustrate the terms, see Appendix D. This appendix provides a checklist of English grammar points organized according to parts of speech, with examples in English. Terms such as "simple past" may represent the most common past tense in English but not in the target language; adjustments should be made in the allocation of structures by year to suit the language being taught. Space is provided for teachers to list comparable grammatical categories in the language they are teaching, along with examples in that language.

In the third year of the program, verb tenses and moods to be taught will be determined by the reading materials selected and the language that students need to use. It is not intended that these courses teach students grammatical forms rarely used for normal communication.

Teachers must introduce, at an appropriate time in the three-year sequence of their program, points not included in the text being used. Teachers of languages for which no student text is available can use this summary in conjunction with the list of communicative concepts and examples to organize their program into a logical sequence.

Appendix C expands this summary of grammar points to indicate those communicative concepts in which each point occurs. This summary is intended primarily for teachers of languages for which no textbooks are available, but other teachers may wish to use it as a cross-reference to their textbooks.



## GRAMMAR SUMMARY FOR THE ENGLISH EXAMPLES

*Year 1*

*Year 2: Year 1 plus*

*Year 3/OAC: Year 2 plus*

nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> <li>– partitive + noun</li> <li>– expressing possession</li> <li>– used as adjectives</li> <li>– expressions of quantity + noun</li> </ul>		
pronouns	<ul style="list-style-type: none"> <li>– subject</li> <li>– direct object</li> <li>– interrogative</li> <li>– indefinite</li> <li>– reflexive</li> </ul>	<ul style="list-style-type: none"> <li>– indirect object</li> <li>– object of a preposition</li> <li>– relative</li> <li>– demonstrative</li> <li>– possessive</li> </ul>	
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative</li> <li>– imperative</li> <li>– simple past</li> <li>– modals (<i>may, can, want</i>)</li> <li>– dependent infinitive</li> <li>– expressing motion</li> </ul>	<ul style="list-style-type: none"> <li>– future</li> <li>– perfect</li> <li>– past continuous (imperfect)</li> <li>– polite conditional</li> <li>– conditional</li> <li>– modals expanded</li> <li>– infinitive constructions</li> <li>– action continuing into the present</li> <li>– duration of time in the past</li> </ul>	<ul style="list-style-type: none"> <li>– any useful tense</li> <li>– any needed mood</li> <li>– participles</li> <li>– passive voice</li> <li>– tense sequence</li> <li>– expressing implied future</li> <li>– action continuing into the past</li> <li>– gerunds (verbal nouns)</li> </ul>
adjectives	<ul style="list-style-type: none"> <li>– predicate</li> <li>– with the noun</li> <li>– demonstrative</li> <li>– possessive</li> <li>– interrogative</li> <li>– of quantity</li> <li>– exclamatory</li> </ul>	<ul style="list-style-type: none"> <li>– ordinal numbers</li> <li>– comparative</li> <li>– superlative</li> </ul>	<ul style="list-style-type: none"> <li>– after an indefinite pronoun</li> </ul>
adverbs	<ul style="list-style-type: none"> <li>– modifying the verb</li> <li>– modifying an adjective</li> <li>– modifying another adverb</li> <li>– interrogative</li> </ul>	<ul style="list-style-type: none"> <li>– comparative</li> <li>– superlative</li> </ul>	
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– negation</li> <li>– co-ordinate conjunctions</li> <li>– cardinal numbers</li> <li>– impersonal expressions</li> </ul>	<ul style="list-style-type: none"> <li>– subordinate conjunctions</li> <li>– noun clauses</li> <li>– adjective clauses</li> <li>– adverb clauses</li> <li>– conditional sentences</li> <li>– indirect commands/discourse</li> </ul>	<ul style="list-style-type: none"> <li>– negative with infinitives</li> <li>– causative construction</li> </ul>



## **VOCABULARY**

Vocabulary topics related to the communicative concepts that are the framework of the international language program are suggested for each concept in Appendix B. In most cases, vocabulary topics will be treated more than once, recurring with different communicative concepts and expanding to include increasingly complex expressions. The cumulative nature of language learning is fundamental to all language courses. Vocabulary and grammatical concepts, once they have been introduced, are maintained in the students' repertoire through their use in different situations and broader contexts.

## **ORGANIZATION OF THE LANGUAGE CONTENT: THE COMMUNICATIVE CONCEPT OUTLINE**

A model for organizing the language content of an international language program in a three-year sequence is outlined in Appendix B, pages 56 to 76.

First, examples in English, arranged in order of difficulty according to English usage, are provided for each communicative concept; the examples are divided into a three-year sequence. In this document the examples are not related to themes but are provided only to illustrate how the expression of concepts progresses from simple to more complex. Courses will be planned to focus on themes chosen by teachers or school boards, with language examples that relate to those themes; isolated examples should not be taught.

After each concept, the related English grammar points required for the examples are listed by year. The points are categorized by parts of speech so that the accumulation of grammatical knowledge related to each part of speech can be traced.

Below the grammar summary, vocabulary areas appropriate to the concept are listed; they relate to the total concept and are not differentiated by year. The lists of examples and vocabulary areas are not exhaustive; there is an infinite number of possibilities.

Teachers will recognize that the examples related to the communicative concepts and the grammar points

have been allocated over the three-year sequence by considering the relative difficulty of each in English and by then adjusting the allocation to make it appropriate to the language competence and maturity that can reasonably be expected in that year. Often the degree of difficulty resides in the grammatical complexity of the sentence.

Teachers will adapt the outline according to the demands of the language they are teaching and the level of the course: basic, general, or advanced. Teachers may find that a sentence appearing in the first-year list in English entails a more complicated structure in the target language – one that would best be introduced later, in the second or third year of the course. In such cases, teachers will make the necessary adjustment and substitute an example of appropriate structural difficulty for the one they plan to introduce later in the sequence.

The blank forms provided in Appendix B will allow teachers of individual languages to chart the gradual development of the communicative concepts in the language they teach and to summarize the grammatical points involved. The concepts and grammatical points should be worked into theme units carefully chosen to suit the age and language competence of the students.

## **CULTURE**

The cultural content for international language programs is not prescribed. Suggestions for this component are outlined under the following aspects of culture that are commonly discussed in current literature on the topic.

1. Social Interaction
  - patterns of politeness and respect
  - communication by telephone or mail
  - patterns of socialization
2. Family
  - organization and structure of the family
  - traditions and rituals
  - roles at significant points in the life cycle



3. Food and Drink
  - meal patterns
  - traditions and rituals related to food
  - food and socializing
4. Personal Appearance and Possessions
  - mode of dress – traditional and modern
  - prized possessions
5. Environment and Geography
  - topography
  - transportation
  - economy
  - relationship to environment
  - lifestyles
  - comparisons with the language community in Canada
6. Education
  - general organization
7. Technology
  - adaptation through technology
  - innovators
8. Institutions
  - social institutions
  - financial institutions
  - political institutions
  - religious institutions
9. History and Civics
  - major historical events
  - government and society
  - patterns of immigration
  - the community in Canada
10. The Arts
  - classical arts
  - folk and popular arts
  - general significance of the arts
11. The Media
  - resources
  - print media
  - television
  - popular artists
  - videotapes and computer games

In Appendix E each subtopic is expanded through a series of questions. The outline is designed to permit teachers a high degree of flexibility in preparing this component of their course. It is not intended that all the suggested topics and questions be included in the program; some of them are suitable only for students who have a background in the language. Teachers should select topics and questions that are appropriate for the particular culture under study, the students' age and language competence, and the specific language-learning objectives of each phase of the program. They should consider both the students' ability to communicate in the language and their ability to recognize and interpret cultural information. They should provide for their students a selection of cultural assignments that are related both to each other and to the course, so that students may achieve some breadth and depth of understanding.

Cultural understanding, like language learning, is cumulative. The cultural elements should be selected in the context of the entire secondary school international language program, with a view to overall balance and appropriateness to the students' level of maturity. In selecting cultural topics for study, teachers should examine the content of the textbooks, reading materials, and other media used with the course to ensure that the topics chosen are related to and reinforce the content of the program and to determine the points at which these topics can be appropriately introduced.

For linguistically demanding cultural topics, several alternative treatments can be considered:

- The teacher can bring the topic within the students' grasp by preparing a simple account with clarifying illustrations or real objects or both.
- The teacher can direct students to relevant English-language material on the topic that they can read for interest outside class time.
- The teacher can co-operate with a colleague on a joint presentation of a cultural topic in another subject area, such as the social sciences, music, the visual arts, or family studies.
- The topic can be deferred until a later grade.



The teacher's own knowledge of and attitude towards the target culture are of prime importance. Teachers should guard against emphasizing stereotyped or quaint aspects of the culture; they should balance the unusual with the commonplace and keep their own cultural knowledge up to date. With students who have some familiarity with the culture under study, by reason of their background or milieu or both, the discussion of cultural topics should draw on this familiarity. The personal interests of teachers and students should be complemented by activities that present a representative view of the culture. Teachers should work in partnership with the teacher-librarian to develop a collection of current and accurate resources.

When the preliminary selection of topics and questions has been refined by the teacher, students should be allowed some choice in the particular questions they wish to pursue. Choice increases student motivation and commitment in this important area of the program.

Cultural content throughout the curriculum should recognize the similarities among cultures; the first emphasis of the program should be on the common humanity of different peoples. Against this background, teachers will also help students to appreciate some of the elements that make a culture unique. It is the teacher's task to create an atmosphere in which students feel accepted and confident while learning about culture.

When students in the class are members of a community that uses the target language, teachers should consider both what is current today in the country or countries of origin and what is current in the Ontario community. Immigrant communities often maintain their culture as it was when they emigrated, while the original culture continues to change and develop.

The following list of selection criteria for cultural activities is an adaptation of the list found in *Multiculturalism in Action*:<sup>1</sup>

- *Sensitivity*: Does the activity increase understanding of the culture or cultures? Does it help to create a positive image? Would this presentation be supported by members of the group whose language is being studied?
- *Accuracy*: Does the activity provide a correct interpretation of the culture? Can suitable references be obtained to establish accuracy?
- *Current information*: Is the activity relevant to contemporary experience? Are these values/customs still a part of the current lifestyle of the language group being studied?
- *Differences and similarities*: Does the activity devote attention to the universal features of the human condition rather than concentrate on exotic cultural manifestations?
- *Anti-stereotyping*: Does the activity avoid creating or reinforcing stereotyped images of the people? Are members of the group presented as real people with individual character traits?
- *Resources*: Are basic resources (materials and personnel) available to develop the activity?
- *Student level*: Is the activity suitable for the level of skills and understanding of the students concerned?
- *Objectives*: To what extent does the activity provide opportunities for achieving the goals of the cultural curriculum?

## RELATING THE TEXTBOOK TO THE GUIDELINE

It is not the intention of this guideline to suggest that teachers with access to authorized textbooks rewrite the texts they are using. Teachers can cross-reference the content of a text with the communicative concepts, language functions, grammar points, and vocabulary suggestions outlined in the content section of the guideline and in Appendices B and C. Such cross-referencing should take into account the complete sequence of the three-year program; in some textbooks, the sequence in which key language concepts are presented may differ from that suggested

1. Ontario, Ministry of Education, *Multiculturalism in Action* (Toronto: Ministry of Education, Ontario, 1977), p. 2.

in this guideline. Where cross-checking reveals a need to supplement the textbook, teachers will decide where it is appropriate to incorporate the additional points into their program in order to meet the expectations of the guideline.

**The particular characteristics of some languages may require the content to be organized and presented in a sequence different from that of this guideline. Teachers of such languages will adapt their program to this guideline according to their judgement, while respecting the intent of the guideline.**

Teachers of languages for which suitable textbooks are not available will need to develop their own three-year programs. School boards and language communities should facilitate the co-operative development and selection of materials by teachers of the same language. Teachers can plan thematic units that incorporate activities designed to meet their objectives and that include examples equivalent to those in the English-language outline presented in Appendix B. The units must also be designed to facilitate students' gradual acquisition of grammatical knowledge.

While up-to-date textbooks do contain some material related to cultural topics, the cultural content of an international language program can be

enhanced by the inclusion of additional topics and questions chosen from Appendix E. These topics can provide themes for teachers designing their own programs. Teachers should work closely with teacher-librarians and the community to gather a selection of current and accurate resources that will help them to bring cultural topics to life.

To respect the spirit of this guideline, international language teachers must help students to integrate the components of the language in their use of the language in communication. Textbooks and locally developed programs must strike an appropriate balance between language study and practice and language use throughout the total sequence of instruction. To achieve this balance, teachers should supplement their programs with activities such as those outlined for each objective in Appendix A. From the beginning of their program, students must be involved in communicative activities that help them to develop a basic, usable command of the language.





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# TECHNIQUES





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# TECHNIQUES

## INTRODUCTION

**T**his section presents some techniques and strategies basic to modern language teaching. It focuses on three fundamental concerns: meeting the varied needs and abilities of students, teaching for communicative competence, and developing cultural awareness.

Sample learning activities related to each objective of the curriculum are provided in Appendix A.

## MEETING STUDENT NEEDS

The diversity of backgrounds that characterizes students entering secondary school international language programs means that most classes must accommodate students of widely differing degrees of competence in the language. Significant differences in students' motivation to learn and in their learning styles are also to be expected.

Multigrade or bilevel classes add to the diversity. Small enrolments may make it necessary to accommodate more than one year or level of the language in the same class period. While combined classes require teachers to plan carefully in order to meet the needs of individual students and the demands of the particular courses, such classes may be the only way to offer students an opportunity to pursue a language they particularly value. To accommodate diversity, teachers can:

- vary the classroom organization, using full-class, small-group, and individual work;
- organize the course or courses so that students have some joint or simultaneous activities as a full class. Such activities might include personal question-and-answer exchanges, role playing, songs, games, activities related to cultural topics, videotape or film presentations, or writing sessions;

- assess students' mastery of a language structure or topic before beginning instruction. Students who can demonstrate that they already have some particular knowledge or skill can engage in another activity while the rest of the class studies and practises it;
- use clearly defined small-group tasks to provide a variety of learning activities and to match the pace of learning and the level of difficulty of material to the competence of the different groups of students in the class. Writing and extensive reading assignments, for example, can be varied according to students' competence. Teachers should identify the groups or courses for which the tasks are intended and develop a system for keeping records of student work;
- organize activities and projects that enable students to practise and use the language orally in small groups. It is particularly important to provide such opportunities in combined courses, in order to preserve a balance of listening, speaking, reading, and writing activities over the three-year sequence of the course;
- develop contracts with senior students to allow them to work on an individualized program. The contract must outline clearly the tasks, the time line, the method of evaluation, and the degree of mastery of the material expected;
- provide students with an overall outline of the classroom work and the assignments to be covered in the week or unit and each day list the plan for that day on the blackboard. This will allow students to know what is expected of them and what they can do next if the teacher is teaching or testing other students;

- teach students how to use resources such as dictionaries and grammars to further their own learning;
- create a buddy system in which the students can help one another. In addition, senior students or those who speak the language fluently can be asked to teach certain elements in the program;
- clearly establish the objectives to be met by each group and make sure that these objectives are appropriate for the students in that group;
- when common assignments or projects are given, establish distinct expectations and marking criteria appropriate to the language experience of students;
- set class-wide deadlines for the completion of projects or activities that groups are working on in class so that the timing of presentations, displays of work, or evaluation is the same for all groups.

In multigrade or bilevel classes, teachers must ensure that the content, learning experiences, and standards of evaluation are appropriate to the individual courses in which the students are enrolled.

To adapt their techniques to the needs of students in basic and general level courses, teachers can:

- outline the day's plan on the blackboard;
- plan lessons to allow students ample time for completing most of the assignments *in class*, where consultation and reassurance are available;
- inform students of any deadlines well in advance and give frequent reminders;
- use a structured activity centred on a blackboard or overhead outline to get students started;
- help students with their work at times so that they complete tasks. This will develop their sense of accomplishment and strengthen their commitment;
- reinforce and vary regular oral activities with simple reading and writing tasks. Overemphasis on oral work causes some students to feel insecure;
- use the most simple, concrete method to explain language usage. Students can readily grasp instructions to follow a model; abstract terms like *conjugate* may confuse them;
- use the target language as extensively as possible. Students must feel that they are in a real international language class. Some of the students may speak the language as their mother tongue or ancestral language;

- use English in class to reduce students' anxiety or frustration and to clarify what is expected of them;
- allow students to repeat selected tests and assignments to improve their achievement and raise their marks.

Teaching strategies should take into account the range of students' skills and abilities and should also provide for differences in the ways students learn. Working in groups allows students to function at their own pace and helps them to feel more comfortable about contributing their ideas to the class. In evaluating students in basic and general level language courses, teachers should use formative evaluation more often than summative evaluation in order to encourage development and increase motivation. Formative evaluation also leaves room for teachers to help students to complete evaluation tasks and reduces fears and hostilities students may have. The aim of the program is to enable students to communicate in the target language; the need for linguistic accuracy should not be overemphasized but should be kept in perspective as only one component of communication.

## GROUP WORK

Teachers must include work with partners and small-group work in their international language program in order to adapt their instruction to the wide variety of students in their classes and help each student to develop communicative competence.

The use of grouping makes possible a varied program in which the pace of learning and the level of difficulty of the material can be matched to the competence of different groups of students in the class. Grouping frees the teacher to work with individual students or small groups while other students are proceeding with their assignments. It makes it possible for students to work in depth on one aspect of a cultural topic or one reading selection and to gain, in addition, some breadth of knowledge from exposure to the work of other groups in the class.



To introduce group work successfully, teachers should consider the factors of timing, organization, preparation, classroom management, and evaluation.

### 1. *Timing*

Group work can be introduced:

- after the teacher has had the opportunity to get to know the students;
- after the students have become familiar with an activity;
- intermittently, to vary procedures;
- after material has been introduced and practised, in order to reinforce it through application;
- when the teacher wants to observe the students in order to record their progress towards objectives.

### 2. *Organization*

In organizing groups, the teacher is advised to:

- have students work together at first as a full class, then in pairs or groups of three or four doing the same activity, then in groups engaged in different activities;
- vary the size, make-up, and purpose of the group for different activities;
- increase the size of the group, the complexity of the task, and the time allotted as group skills develop;
- group students at different times by ability or interests, by their preferences, or randomly.

### 3. *Preparation*

In preparation for group work, teachers should:

- try to obtain additional assistance for group-work sessions from senior students, co-operative education students, or community volunteers;
- prepare a variety of short activities to be exchanged;
- organize and check materials;
- ensure that group activities allow for the participation of each group member;
- establish the ground rules with students;
- teach students the language needed to manage the process of group work;
- welcome student input into the process;
- explain each activity and the way in which it relates to what students are learning.

### 4. *Classroom Management*

The monitoring of noise levels, the timing of tasks, correction techniques, the use of the target language, and the use of peer assistance need special consideration in managing group work.

There will inevitably be an increase in noise level when students work in groups. Teachers and principals must be prepared to accept a certain amount of productive noise in the classroom as groups practise listening and speaking skills and prepare projects and presentations.

Some students may not complete assigned work on time. Grouping will at first involve some trial and error in the selection of learning activities and the timing of tasks. The teacher can minimize confusion by planning in detail the work to be covered and by monitoring the students' progress through the various tasks. It is essential, particularly when grouping is used over a long period of time, for the teacher and students to keep up-to-date records of the students' completion of learning tasks, checking regularly to determine whether they are advancing at a reasonable rate.

The most competent students may finish a unit very quickly. When this happens, these students may pursue a topic in greater depth independently, read or write complementary material, or research a cultural topic. They may also assist classmates who are encountering problems, an activity that will help them to consolidate their own understanding.

Some pronunciation, grammar, and vocabulary errors may go undetected during group work. The students in a group should be encouraged to correct each other or to make a note of difficulties to be discussed later with the teacher. When rotating from group to group, the teacher should note the types of errors being made, and their frequency. If several students are making the same type of error, teachers should use whole-class instruction and practice to correct the problem.

Teachers often fear that students will speak English more than the target language when they work in groups. The clear expectation that groups will work

in the target language must be established at the outset. Regular monitoring by the teacher will be necessary, particularly when the students are new to group work. If the teacher selects tasks judiciously, defines them precisely, outlines clearly the steps for progressing through each task, and provides appropriately prepared materials, students should be able to work in the target language without constant teacher supervision.

The use of peer assistance and tutoring is encouraged, but teachers must find ways of preventing better students from being coerced by peer pressure into sharing with slower students work that they have already completed.

### 5. *Evaluation*

Some group work will be evaluated informally as a regular part of class interaction. When groups are working on a project that is to be marked, one component of each student's mark for the project will be based on the quality of the group's work. Each participant will get the same mark for that component. The other component of each student's mark will be based on that person's individual contribution as assessed by the participants and the teacher. Appendix F contains a sample outline for students to use in peer- and self-evaluation in group work.

## TEACHING FOR COMMUNICATIVE COMPETENCE

The principal aim of an international language program is to help students to develop communication skills. They will develop the four language skills – listening, speaking, reading, and writing – gradually and naturally through the interaction of speaker and listener, writer and reader. If the essential aim of the program – communication – is to be achieved, structures and vocabulary must be taught and practised in context and must be integrated in the students' functional command of the language.

Learning a language in a classroom requires language study, language practice, and language use. Real communication takes place when students go beyond practice exercises, set models, and questions

with predictable answers to use language in open-ended questions and discussion, and in free writing.

Language is learned through interaction. In a communicative classroom, students:

- listen to others and understand what is said;
- speak to others for a variety of practical purposes;
- read for information and for pleasure;
- write to give and obtain information.

In such a communicative classroom, teachers plan their lessons so that:

- the lesson is carried on in the target language;
- questions and discussion are often open ended;
- students ask questions as well as answer them;
- students express personal opinions and reactions that go beyond factual recall;
- there is small-group and partner work;
- correction is at times limited, in order not to inhibit language use.

There are two hallmarks that identify the communicative classroom: in classroom activities the four language skills are integrated; and students come to know each other through the interaction that takes place, exchanging information, reactions, and opinions in the language as they learn it.

## TEACHING IN THE TARGET LANGUAGE

The challenge in teaching for communicative competence is to develop a strategy that deals with language not just as an object of study but also as an instrument of communication. Because for most students opportunities to communicate will occur primarily in the classroom, instruction and interaction must be carried on in the target language.

Teachers can successfully conduct their classes in the language being studied by:

- planning procedures that use language within the students' competence, while remembering that students understand more than they are able to express;



- saying things as directly and simply as possible;
  - using gestures, pictures, and objects to clarify meaning;
  - using the chalkboard and bulletin boards to reinforce explanations and corrections visually with arrows, carets, boxes, and coloured lines;
  - being alert to lack of comprehension and prepared to rephrase when necessary;
  - teaching expressions commonly used in the classroom and using them consistently;
  - training students to use formulas in the target language, such as “How do you say \_\_\_\_\_?” and “What does \_\_\_\_\_ mean?” to reduce their need to resort to English;
  - increasing students’ power to express themselves within the constraints of their limited knowledge of the language by teaching them generic terms – such as *place, article, device, product* – that they can use in circumlocution;
  - teaching students to draw from a question clues to the form required in the answer;
  - teaching students to guess the meaning of words intelligently by using all available clues: pictures, context, logical expectations, cognates, prefixes, suffixes, and roots;
  - teaching students to grasp the general sense of a passage without necessarily understanding each word.
- relating the opportunities for communication to what the students have learned, so that they have some command of the structure and vocabulary they need;
  - maintaining a relaxed atmosphere in the class, so that students will feel confident enough to try to express themselves;
  - having students work on communicative questions in small groups, a context in which less confident students may feel more comfortable and, as a result, be more likely to participate;
  - accepting the substance of what students say without being overly concerned about errors, so that students do not lose confidence in their ability to express their own opinions;
  - allowing students choice, within a defined range of possibilities, in extensive reading and in topics for oral presentations, free writing, and cultural assignments.

Communication should begin early in the program. If, for example, students have learned the colours and how to say *I like* and *I dislike*, they can discuss which colours they like and dislike, in cars or sweaters, for example, and depict the class’s colour preference in graph form. Using language practice as a basis – *He/she/they can play the piano* – teachers can gradually ease students into communication – *Can you play the guitar?*, *Who can play the guitar in this class?*, or *What musical instrument can you play?*

Reading and writing activities provide occasions for real communication among students about their work. Such activities can be made flexible enough to permit students of different degrees of competence to work at their own level on the same material or topic, looking up the vocabulary they personally need and writing according to their own competence. Teachers should plan these activities as a series of steps, such as those outlined in the list given below. This gradual approach will make the activities more approachable and meaningful for students and will encourage students to communicate among themselves to help their skill development.

## INTEGRATING THE LANGUAGE SKILLS

In a communicative classroom, language skills are integrated as they are in natural language use. Students first interact through listening and speaking. The addition of reading and writing skills helps to consolidate listening and speaking skills and provides a springboard for developing oral ability further.

As students develop their language skills, they should also develop the ability to use the language to express their own ideas. Teachers can encourage their students to engage in real communication by:

- including in every class period opportunities that allow students to offer personal information or opinions;

Reading activities should proceed through the following steps:

- prereading discussion to develop interest, provide background, and introduce key vocabulary;
- class or group reading of a few paragraphs to help students' general comprehension of the main ideas;
- student reaction to the introductory reading: students take a position on the topic or predict what follows;
- preparation for reading further: the teacher identifies and deals with potential problems in advance and may pose questions to focus students' attention on main ideas;
- individual reading of a further section;
- class or group discussion in which the teacher quickly verifies comprehension, and then has students identify highlights and proceed to open-ended questions and discussion;
- integrative oral or written activity.

When choosing reading materials, teachers should keep in mind both the language their students can learn and the communicative gains their students can make from the study of the materials. The students' interests, their level of reading ability in the language, and the potential of the material for leading into discussion and writing should be considered. A list of some integrative language activities that can be derived from reading follows.

- Dramatizations can be prepared in small groups and acted out in class.
- Students can prepare an oral or written résumé of what they have read.
- Students can discuss or write a change in the ending or a continuation of a story.
- Students can retell an incident through the eyes of another character in the story or write it as a news report, letter, or diary entry.
- Students can rework the material in another genre, turning narrative into dialogue, or a short story into a play.

- Students may work in a small group to develop, from a poem or prose passage, a media presentation with background music and visual materials.

When students begin expressive writing, they require careful training in how to organize their material and select appropriate grammatical structures and vocabulary. To encourage students to formulate and organize their ideas in the target language, teachers should derive writing assignments directly from listening, speaking, and reading activities. Students can:

- write a résumé after listening to an anecdote or description;
- form a paragraph by joining together the answers to a series of sequential questions;
- complete a dialogue for which the part of only one speaker is provided;
- work together in pairs to write a paragraph based on a topic introduced through class discussion;
- work with a partner to proofread and edit.

Free writing activities should proceed through the following steps:

- discussing and brainstorming ideas and exploring ways of organizing material, prior to writing;
- writing a first draft straight through, using known vocabulary;
- gathering a few needed expressions by consulting the teacher, other students, or dictionaries;
- getting feedback and suggestions about the content from peers or the teacher;
- rewriting to produce a second draft;
- proofreading with a peer, concentrating on certain types of errors;
- writing a final draft and proofreading again.



## QUESTIONING

Well-designed questions can motivate students to communicate. In preparing questions, teachers should keep the following recommendations in mind.

- Questions should be brief, precise, and logical.
- Questions should be designed to require more than a one-word answer.
- Open-ended questions should be included.
- In formulating a question, the teacher should consider what answers students are capable of giving to it.
- The teacher should train students to recognize in the question clues that suggest what form the response might take.
- The teacher, in guiding student discussions, should include questions at different levels of difficulty and direct them according to the students' ability.
- The teacher should adapt preplanned questions so that they will follow naturally from the response to the previous question, as in normal conversation.
- The teacher should provide opportunities for students to ask, as well as respond to, all types of questions. Work in small groups offers many opportunities for students to initiate questions.

## CORRECTION

To maintain students' confidence and willingness to participate, while encouraging them to be accurate, teachers must handle correction carefully. Correction should be offered in such a way that students see it as assistance to further learning rather than as negative evaluation. It is particularly important that speakers of dialects perceive positively the teacher's attempts to encourage them to use standard language forms.

To encourage students to express themselves, even though they risk making errors, teachers should

avoid overcorrection and disruptive correction, which can inhibit communication. Teachers can do this by:

- always letting a student express a complete idea before identifying errors in expression;
- always acknowledging and reacting to the student's idea before reacting to the form in which it is expressed;
- limiting correction to what the individual student can absorb at one time, focusing on those errors that most inhibit communication;
- at the end of an oral activity, working with the whole class to correct recurrent errors made by individuals;
- helping students to improve one aspect of their expression at a time by focusing the attention of the class on one type of error, such as mistakes in tenses or agreements;
- highlighting for the student one error in an oral sentence, while rephrasing the rest of the student's sentence incidentally;
- encouraging students to help each other by suggesting improvements in expression. Students should be taught how to make their suggestions constructive;
- having students work in pairs to edit a written assignment before it is submitted.

A variety of media and methods can be used to save time in correcting written assignments: overhead transparencies, the chalkboard, teacher-prepared copies, and correction with a partner. Teachers can reduce both the time they spend marking and the emphasis on individual students' weaknesses by:

- working with students on selecting from their assignments the ones they want to have marked;
- on occasion, having the whole class do the same assignment, so that correction by using the chalkboard or the overhead projector is possible;

- taking up an assignment done by the whole class by correcting the work of a selection of students and then going over their errors with the whole group. Students should become increasingly responsible for identifying their own errors and making their own corrections;
  - giving short, frequent assignments (dictations, questions on the content of a passage, a variety of writing tasks) so that fast marking is possible and one assignment does not carry disproportionate weight;
  - evaluating some written assignments, especially free compositions, on the basis of a general impression.
- have small groups research and present information on cultural topics relevant to the program;
  - make students responsible for creating classroom or school displays of photographs, postcards, maps, posters, souvenirs, or collections and for changing them periodically;
  - use tapes and albums to introduce students to examples of different types of speech (e.g., dialects, formal and informal speech, radio broadcasts) and a wide variety of music, including songs;
  - incorporate into the reading program and projects newspapers and magazines from a country where the target language is spoken and from the language community in Canada;
  - arrange for students to make contact with native speakers through individual or class correspondence and tape exchanges, or through computer networking;
  - make students and parents aware of trips, exchanges, summer camps, and other opportunities for students to experience settings where the target language is spoken;
  - inform students regularly of radio and television programs, plays, or films in the language that are available locally, and encourage them through special assignments or field trips to benefit from such opportunities;
  - co-operate with other departments in the school to help them incorporate culture-related activities into their programs. Music, dance, visual arts, family studies, and the social sciences lend themselves to integration;
  - as students develop cultural awareness, include in class discussions and projects some consideration of cultural groups that use languages other than English and the target language.

## **DEVELOPING CULTURAL AWARENESS**

To help students to achieve the cultural objectives of the international language program, teachers must include in their programs classroom activities, projects, reading materials, and special events that permit students to experience varied aspects of the culture and to develop insight into it. Language and culture are inextricably interwoven.

To help their students to develop cultural understanding, teachers can:

- provide an authentic cultural and social context for the language through up-to-date materials, resources, and examples;
- elaborate incidentally on the cultural significance of words or situations encountered;
- use cultural components in the textbook as a point of departure for individual or small-group assignments – skits, role playing, bulletin-board displays, presentations, reports;
- develop students' awareness of cultural differences by periodically highlighting social customs, proverbs, metaphors, and similes that might be misunderstood;



## USING THE COMMUNITY AS A RESOURCE

The richest cultural resource for a language program is the language community itself and any students in the class who belong to it. Teachers and students who have the good fortune to be in a community where the target language and culture are represented can draw on the community to enhance their programs. Teachers can:

- seek contributions from students, parents, exchange students, and the community to build up, with the teacher-librarian's help, a collection of vertical files on relevant cultural topics;
- invite speakers of the language into class to make a presentation or to be interviewed. Teachers need both to help the speaker to work within the students' range of language competence and to prepare the students to interact with the visitor;
- assign students field work that will bring them into contact with the community: surveys, interviews, visits to senior citizens or to hospitals;
- plan work placements or co-operative education courses in co-operation with community employers and board personnel;
- arrange field trips to theatres, religious institutions, festivals, and restaurants.

Experience beyond the classroom adds greatly to student motivation and to the reality of the program.

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# EVALUATION





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# EVALUATION

## INTRODUCTION

**P**art A: *Policy and Program Considerations* outlines the principles of evaluation in international language programs and procedures for evaluating student achievement and programs. The present document provides some assessment schemes for evaluating student achievement and outlines specific criteria for program evaluation.

## EVALUATING STUDENT ACHIEVEMENT

The activities provided with the list of objectives in Appendix A can be used both to develop students' knowledge and skills and to assess them. Sample assessment schemes for oral, written, and group work and for personal growth and job-skill development are presented in Appendix F.

## EVALUATING PROGRAMS

Criteria for the evaluation of a language program are expressed below as a series of statements. The list is not intended to be exhaustive. A rating from 1 to 5 can be assigned to each statement, to indicate to what extent it is true for the program under consideration. Low ratings indicate areas of the program that should be improved.

Criteria	Program Rating					Not Applicable
	1 • _____ Low	2 • _____	3 • _____	4 • _____	5 • _____ High	
1. Techniques						
The program:						
a) provides opportunities for students to communicate in the target language;	• _____	• _____	• _____	• _____	• _____	_____
b) uses a balance of formal instruction, practice, and language use appropriate to the students' stage of linguistic development;	• _____	• _____	• _____	• _____	• _____	_____
c) leads students from structured content to free communication of their own ideas;	• _____	• _____	• _____	• _____	• _____	_____
d) motivates students to make use of the target language;	• _____	• _____	• _____	• _____	• _____	_____
e) provides opportunities to integrate the target language with other subject areas;	• _____	• _____	• _____	• _____	• _____	_____
f) is consistent with the fundamental principles of education in the division – Intermediate or Senior – for which it is intended.	• _____	• _____	• _____	• _____	• _____	_____
2. Meeting Student Needs						
The program:						
a) takes into account varying learning styles;	• _____	• _____	• _____	• _____	• _____	_____
b) accommodates individual student needs, experiences, and interests;	• _____	• _____	• _____	• _____	• _____	_____
c) offers a variety in depth, pace, and activities that is appropriate to the students' abilities;	• _____	• _____	• _____	• _____	• _____	_____
d) satisfies legitimate student curiosity;	• _____	• _____	• _____	• _____	• _____	_____
e) includes student-centred learning activities involving:						
i) group work	• _____	• _____	• _____	• _____	• _____	_____
ii) individual work;	• _____	• _____	• _____	• _____	• _____	_____
f) uses audio-visual materials appropriate to the students' level of maturity;	• _____	• _____	• _____	• _____	• _____	_____
g) has relevance for the students;	• _____	• _____	• _____	• _____	• _____	_____
h) provides satisfaction and challenge for the students;	• _____	• _____	• _____	• _____	• _____	_____
i) allows for needed reinforcement without needless repetition of material already learned;	• _____	• _____	• _____	• _____	• _____	_____
j) provides additional study and enrichment activities when appropriate.	• _____	• _____	• _____	• _____	• _____	_____
3. Language Skills						
The program:						
a) gives priority to listening and speaking in the early stages;	• _____	• _____	• _____	• _____	• _____	_____
b) introduces reading and writing as support skills at a suitably early stage;	• _____	• _____	• _____	• _____	• _____	_____
c) maintains a constant balance between students' development of language skills and their acquisition of language knowledge;	• _____	• _____	• _____	• _____	• _____	_____



Criteria	Program Rating					Not Applicable
	1 • _____ Low	2 • _____	3 • _____	4 • _____	5 • _____ High	
d) provides opportunities for the varied application of the skills it includes (teacher-student exchanges, student-student exchanges, large-group and small-group work, dialogue, narration, balance of genres);	• _____	• _____	• _____	• _____	• _____	_____
e) encourages an integrated approach to thinking, listening, speaking, reading, and writing;	• _____	• _____	• _____	• _____	• _____	_____
f) provides a logical progression from one topic of study to the next.	• _____	• _____	• _____	• _____	• _____	_____
<hr/>						
4. Culture						
The program:						
a) presents cultural activities suitable to the language competence and maturity of students;	• _____	• _____	• _____	• _____	• _____	_____
b) presents information about the way speakers of the target language live and about their frame of reference;	• _____	• _____	• _____	• _____	• _____	_____
c) provides a picture of speakers of the target language as real people with individual character traits;	• _____	• _____	• _____	• _____	• _____	_____
d) depicts accurately contemporary culture in the country or countries where the target language is used;	• _____	• _____	• _____	• _____	• _____	_____
e) increases students' sensitivity to and awareness of culture by comparing and contrasting the target culture with the other cultures that students know;	• _____	• _____	• _____	• _____	• _____	_____
f) identifies, where appropriate, significant contributions of other language groups to Canadian history and culture.	• _____	• _____	• _____	• _____	• _____	_____
<hr/>						
5. Evaluation						
The methods for evaluating students:						
a) employ a variety of techniques appropriately;	• _____	• _____	• _____	• _____	• _____	_____
b) relate to instructional objectives;	• _____	• _____	• _____	• _____	• _____	_____
c) are used at suitably frequent intervals;	• _____	• _____	• _____	• _____	• _____	_____
d) make appropriate use of student self-appraisal;	• _____	• _____	• _____	• _____	• _____	_____
e) include peer assessment and comment as a form of formative evaluation;	• _____	• _____	• _____	• _____	• _____	_____
f) provide needed information to:	• _____	• _____	• _____	• _____	• _____	_____
– the student,	• _____	• _____	• _____	• _____	• _____	_____
– parents,	• _____	• _____	• _____	• _____	• _____	_____
– the teacher,	• _____	• _____	• _____	• _____	• _____	_____
– administrators;	• _____	• _____	• _____	• _____	• _____	_____
g) encourage the revision of teaching/learning strategies where necessary.	• _____	• _____	• _____	• _____	• _____	_____

# APPENDICES

## APPENDIX A

### OBJECTIVES AND SAMPLE ACTIVITIES

This appendix lists the objectives of the international language program together with suggested activities for each objective. The bullets in the columns on the right indicate the program levels for which the activities

are appropriate. If an objective or activity is not suited to a particular level of difficulty, it is not starred for that level. In every case the activity must be adapted to the students' level of language competence.

#### LANGUAGE SKILLS

##### Listening

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<b>1. Develop general listening strategies</b> The program should help students to develop the ability to: <ul style="list-style-type: none"> <li>– listen attentively;</li> <li>– retain what they have heard;</li> <li>– grasp the general meaning of a situation using all available clues;</li> </ul>	Students can:				
	– respond to spoken statements, questions, and commands given by the teacher or other students;	•	•	•	•
	– react to songs, and oral readings of poems, anecdotes, or stories;	•	•	•	•
	– participate in language games requiring accurate listening;	•	•	•	•
	– draw accurate pictures from oral instructions of, for example, a route or a house or room plan;		•	•	•
	– participate in class discussion to demonstrate an understanding of a preceding conversation;		•	•	•
	– participate in activities involving the accumulation of vocabulary, such as <i>I pack my suitcase and put in . . .</i> ;	•	•	•	•
	– follow and understand dialogues, conversations, narrations, and presentations, and retell them in sequence;		•	•	•
	– follow extended directions;			•	•
	– arrange a set of illustrations in appropriate sequence after listening to a story or anecdote;	•	•	•	•



## LANGUAGE SKILLS

## Listening

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
	<ul style="list-style-type: none"> <li>– interpret, from a speaker's facial expression, tone of voice, and gestures, the different messages conveyed by a statement expressed in different ways – e.g., as a fact, or with fear, surprise, anger, pleasure;</li> <li>– illustrate, dramatize, and mime stories or incidents;</li> <li>– answer general questions;</li> <li>– retell in their own words something they have heard – an anecdote, news item, or conversation;</li> <li>– predict what is to follow after hearing an introductory segment of an anecdote, news item, or conversation, and verify the prediction by listening further;</li> <li>– take notes;</li> </ul>	•	•	•	•
		•	•	•	•
		•	•	•	•
			•	•	•
				•	•
					•
– extract specific information from continuous speech appropriate to their level of language competence;	<ul style="list-style-type: none"> <li>– illustrate stories or dialogues;</li> <li>– select or complete appropriate pictures;</li> <li>– extract, from a spoken communication, information requested in advance;</li> <li>– fill in words omitted from transcripts of live or recorded speech;</li> </ul>	•	•	•	•
		•	•	•	•
			•	•	•
			•	•	•
– understand precisely structures and vocabulary within a context when the purpose requires it;	<ul style="list-style-type: none"> <li>– select or supply the most appropriate completion or rejoinder to a spoken communication;</li> <li>– gather specific information from someone in person or on the telephone;</li> <li>– distinguish grammatical contrasts and tense differences;</li> <li>– fill in specific words omitted from the transcript of a song or broadcast after hearing the song or broadcast;</li> <li>– take dictation;</li> <li>– participate in debates;</li> </ul>	•	•	•	•
		•	•	•	•
			•	•	•
			•	•	•
– begin to understand unedited speeches, plays, radio and television programs, and other such public presentations, where they are available.	– understand guest speakers, live or recorded interviews, plays, films, and debates.			•	•

## Objectives

### Sample Activities for Language Development and Assessment

## Level

## Basic

General

Advanced

## OAC

## 2. Appreciate differences in pronunciation and intonation

The program should help students to sharpen their perception of spoken language by learning to:

- hear standard language accurately enough to reproduce it;

Students can:

- mimic live or taped models;
- learn songs and poems from oral models;
- supply words omitted from transcripts of songs, poems, or stories;
- distinguish grammatical contrasts and tense differences;
- distinguish accurate from inaccurate spoken language in classroom exchanges;

- recognize differences in intonation:

- distinguish between statements and questions;
- imitate intonation of phrases and sentences:

- recognize distinctive differences in accent, dialect, and levels of language, particularly where there are native speakers in the community.

- understand minor deviations from standard language;
- identify accent, dialect, and level of language in selected speech samples;
- recognize and respond appropriately in conversation or writing to language used for casual purposes or formal purposes.

### 3. Understand a variety of speakers in a variety of contexts

The program should help students to develop the ability to understand the language spoken by:

- a single speaker directing remarks to a listener and concerned with communicating;

Students can:

- participate in exchanges with the teacher, individual students, or another speaker;
- act on instructions or information provided in person or on the telephone;

- a small group exchanging comments using structures and vocabulary within the students' grasp;

- participate in small-group language practice;
- participate in the preparation and presentation of dialogues, skits, and dramatizations;
- participate in small-group discussions of reading material or aspects of culture;



## LANGUAGE SKILLS

### Listening

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<ul style="list-style-type: none"><li>– a variety of speakers talking on familiar topics;</li><li>– speakers making oral presentations to a group;</li><li>– speakers on tape or on the telephone;</li><li>– speakers using a variety of accents, levels of language, and dialects, where they exist in the community;</li><li>– speakers on radio and television, where they are available;</li><li>– actors in films and plays, where they are available.</li></ul>	<ul style="list-style-type: none"><li>– participate in classroom discussions;</li><li>– participate in chain stories;</li><li>– participate in everyday conversations or conduct interviews;</li><li>– understand and react to prepared presentations by students, the teacher, or guest speakers;</li><li>– grasp the sense of a religious service or a public presentation in the language;</li><li>– understand and react to speakers on tape or on the telephone;</li><li>– understand and discuss taped material;</li><li>– understand and converse with speakers who use a non-standard form of the language;</li><li>– understand and discuss radio and television broadcasts;</li><li>– grasp the sense of and discuss films and stage performances.</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
<p><b>4. Increase the complexity of language understood</b></p> <p>The program should help students at all levels to understand spoken language involving increasingly broad vocabulary and complex structures in:</p> <ul style="list-style-type: none"><li>– contexts that they are familiar with;</li><li>– new combinations of familiar structures and vocabulary;</li><li>– exchanges on familiar topics in which the meaning of new words and structures may be inferred from contextual or structural clues;</li><li>– exchanges in standard language without stylistic difficulties, on subjects within the range of their interests.</li></ul>	<p>All the listening activities suggested under objectives 1, 2, and 3 will help students to meet this objective. As their mastery increases, students will require less visual support to aid comprehension.</p>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	

## LANGUAGE SKILLS

## Speaking

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<b>1. Develop confidence in speaking</b> The program should help students to develop and maintain the confidence to: <ul style="list-style-type: none"> <li>– participate voluntarily in communication even though they risk making errors in expression;</li> <li>– persist in the effort to communicate.</li> </ul>	Students can:				
	<ul style="list-style-type: none"> <li>– participate in classroom procedures;</li> <li>– speak the language outside the classroom;</li> <li>– ask questions when they have not understood;</li> <li>– use visual support for clarification;</li> <li>– use facial expression, gestures, and tone of voice to reinforce meaning;</li> <li>– rephrase and clarify their speech for listeners when they have not been understood.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>2. Refine pronunciation and intonation</b> The program should help students to develop, within the context of meaningful speech, the ability to: <ul style="list-style-type: none"> <li>– pronounce the language with phonemic accuracy;</li> <li>– use correct intonation;</li> <li>– articulate clearly with the muscular tension and use of stress that are appropriate to the language.</li> </ul>	Students can:				
	<ul style="list-style-type: none"> <li>– mimic a live or recorded model;</li> <li>– learn songs and poems from an oral model;</li> <li>– supply words omitted from transcripts of songs, poems, or stories;</li> <li>– make grammatical contrasts and tense differences clear in their pronunciation;</li> <li>– supply words that contain a sound identified in a given word;</li> <li>– read aloud with phonemic accuracy;</li> <li>– imitate the teacher's or a native speaker's intonation in phrases, statements, and questions;</li> <li>– use correct intonation in expressing thoughts;</li> <li>– read aloud with correct intonation;</li> <li>– mimic live or recorded models;</li> <li>– speak distinctly during classroom procedures;</li> <li>– read aloud with correct articulation;</li> <li>– participate in activities involving an accumulation of vocabulary, such as <i>I go to the supermarket and I buy...</i> and/or activities in which clear articulation is essential to success.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



## LANGUAGE SKILLS

## Speaking

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<b>3. Formulate and express ideas</b> The program should help students to develop the ability to: <ul style="list-style-type: none"> <li>– convey the general sense of a thought they wish to express by adapting their ideas to the structures and vocabulary of the language they have at their command;</li> <li>– use structures and vocabulary precisely within a context when the purpose requires it;</li> <li>– organize their thoughts in order to express themselves directly and briefly;</li> <li>– use levels of language appropriately.</li> </ul>	Students can:				
	– use the language to express their ideas and needs in class;	•	•	•	•
	– retell in their own words something they have heard or read;		•	•	•
	– participate in role-playing activities;		•	•	•
	– describe a picture and speculate on the events that preceded or will follow it;		•	•	•
	– carry on an informal conversation with the teacher or classmates about their leisure activities;		•	•	•
	– act out a meeting among, for example, a principal, a parent, a teacher, and a student;		•	•	•
	– participate in simulation activities;				•
	– describe a picture in detail;	•	•	•	•
	– supply the most appropriate completion, rejoinder, or equivalent to something they have heard or read;	•	•	•	•
	– participate in games such as Kim's Game, Alibi, Twenty Questions, or describing a mystery person;		•	•	•
	– give a precise oral description of a route or a plan for a building project, or precise instructions for cooking something;		•	•	•
	– ask and answer questions precisely;	•	•	•	•
	– narrate the events shown in a comic strip;	•	•	•	•
	– generate one statement or a series of statements suggested by an item such as a picture;	•	•	•	•
	– give an impromptu presentation on a familiar topic after two to five minutes' preparation;		•	•	•
	– summarize the essential points of a narration or discussion in an appropriate sequence;			•	•
	– prepare and present dialogues between friends, between a parent and a child, between a principal and a student, or between an employer and an applicant for a job;		•	•	•
	– participate in spontaneous role-playing activities using various levels of language appropriately;			•	•
	– conduct interviews.				•

## LANGUAGE SKILLS

## Speaking

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<b>4. Speak to a variety of audiences</b> The program should help students to develop the ability to make themselves understood in the language in a variety of communicative situations; for example, in exchanges with: <ul style="list-style-type: none"> <li>– an individual who is concentrating on the student's remarks and trying to understand the meaning conveyed;</li> <li>– a small group discussing topics in language that is within the students' grasp;</li> <li>– members of the class in a spontaneous situation;</li> <li>– members of the class in a prepared presentation;</li> </ul>	Students can:				
	– participate in exchanges with the teacher, fellow students, or other selected listeners;	•	•	•	•
	– express personal needs and opinions in simulated or real situations;	•	•	•	•
	– ask for or give directions or instructions in person or on the telephone;	•	•	•	•
	– on request, rephrase and clarify what they have said for listeners;		•	•	•
	– participate in small-group language practice;	•	•	•	•
	– participate in the preparation of dialogues, skits, and dramatizations;	•	•	•	•
	– participate in everyday conversations;	•	•	•	•
	– participate in small-group discussions of reading material or aspects of culture and then present the conclusions to the full class;		•	•	•
	– participate in classroom activities;	•	•	•	•
	– participate in chain stories;		•	•	•
	– participate in impromptu discussions;		•	•	•
	– comment on presentations made by other students;			•	•
	– present dialogues, commercials, skits, and dramatizations to the class or to some other audience;	•	•	•	•
	– make oral presentations to the class based on personal experiences;		•	•	•
	– prepare and tape weather or news reports or interviews;		•	•	•
	– report to the class on current events or on personal reading done outside the class;			•	•
	– participate in panel discussions or debates;				•



## LANGUAGE SKILLS

## Speaking

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<ul style="list-style-type: none"> <li>– native speakers of the language in real situations.</li> </ul>	<ul style="list-style-type: none"> <li>– contribute to the preparation of a tape to be exchanged with a class of native speakers of the language;</li> <li>– participate in student exchanges;</li> <li>– express their needs or ideas in telephone conversations with native speakers;</li> <li>– interview local native speakers;</li> <li>– participate in discussions with guest speakers.</li> </ul>		• •	• • • •	• • • •
<b>5. Increase the complexity of language used</b> The program should help students at all levels to express thoughts that demand increasingly broad vocabulary and complex structures in: <ul style="list-style-type: none"> <li>– contexts with which they are familiar;</li> <li>– situations requiring new combinations of known structures and vocabulary;</li> <li>– exchanges on familiar topics;</li> <li>– prepared presentations.</li> </ul>	All the speaking activities listed under objectives 1, 2, 3, and 4 will assist students to meet this objective.	•  • •	• • • •	• • • •	•  • •

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## LANGUAGE SKILLS

## Reading

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<b>2. Develop fluency in reading</b> The program should help students to gain confidence and skill in: <ul style="list-style-type: none"> <li>– attempting to infer meaning from context and refining or correcting the inference as they read further;</li> <li>– attempting to predict further developments in a story or article and verifying their predictions;</li> <li>– reading with only a limited use of the dictionary;</li> <li>– adjusting their reading precision and rate to suit different purposes.</li> </ul>	Students can: <ul style="list-style-type: none"> <li>– fill in the blanks in a Cloze passage;</li> <li>– read a complete passage without reference to a dictionary and give its general meaning;</li> <li>– expand a telegram, headline, or want ad into a complete message;</li> <li>– read a topic sentence, predict what is to follow, and verify the prediction by reading the complete paragraph;</li> <li>– read a paragraph, predict what preceded it and what may follow it, and verify the prediction;</li> <li>– brainstorm what they know about a factual topic, predict the content of an article on it, and verify the prediction;</li> <li>– read selected passages at sight and select or supply answers to questions about them;</li> <li>– read one page of a text and choose the five words most essential to look up;</li> <li>– read the script of a filmstrip, videotape, or film they have seen;</li> <li>– read independently, for general development of plot only, selected sections of a work they are studying;</li> <li>– scan the headlines on a newspaper page to locate an article on a given topic;</li> <li>– read a passage within a limited time and answer questions on it that have been provided in advance;</li> <li>– answer detailed questions on a passage;</li> <li>– read one section of the work they are studying for main points, and then read it intensively for detailed information.</li> </ul>	•	•	•	•
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Objectives	Sample Activities for Language Development and Assessment	Level
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## LANGUAGE SKILLS

## Reading

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
4. Study the qualities of reading material					
The program should help students to identify and begin to analyse critically:					
– aspects of culture reflected in their reading material;	Students can: – discuss a particular aspect of culture that comes up in their reading, such as family life, religion, or the role of women;	•	•	•	•
– plot, character, and setting;	– sketch on the chalkboard a backdrop for dramatizing a particular scene;	•	•	•	•
	– draw a map or diagram of the setting and situate events on it;		•	•	•
	– cast the various characters in a story or play and justify their choices;		•	•	•
	– suggest the physical appearance and costumes of the character and justify their choices;		•	•	•
	– describe an appropriate stage setting for a story;		•	•	•
	– at critical points in the development of a plot, predict different directions that the plot might take;		•	•	•
	– identify the five to ten events most significant to the development of a plot and justify their choices;			•	•
	– chart the development of a plot;			•	•
	– identify the dominant element – plot, character, or setting – in the work they are reading;			•	•
	– analyse the development of a central character;				•
	– retell all or part of a plot from the point of view of different characters;				•
– mood, form, and style;	– identify expressions in a prose passage or poem that help to create a mood;			•	•
	– change the mood of a sentence or passage by replacing some words;			•	•
	– discuss the effect of repetition in a poem, song, or ballad;			•	•
	– justify the divisions the author has made in a work: chapters, parts, scenes, acts, verses;			•	•
	– discuss the levels of language used as they relate to the age, situation, class, and outlook of the characters;				•
– the characteristics of the works of two or more significant literary figures.	– read, with beginning attention to critical analysis, works by representative novelists, playwrights, and poets.				•

## LANGUAGE SKILLS

## Reading

Objectives	Sample Activities for Language Development and Assessment	Level			
		<i>Basic</i>	<i>General</i>	<i>Advanced</i>	<i>OAC</i>
<p><b>5. Read material of increasing complexity</b></p> <p>The program should help students at all levels to learn to read materials involving increasingly varied vocabulary and complex structures, including:</p> <ul style="list-style-type: none"> <li>– materials dealing with contexts that have been encountered in speech;</li> <li>– passages containing new combinations of known structures and vocabulary;</li> <li>– passages in standard language without stylistic difficulties, on subjects of interest to the students;</li> <li>– materials written in a variety of styles, including excerpts from newspapers and magazines, formal prose, poetry, and drama;</li> <li>– passages on familiar topics in which the meanings of new words and structures can be inferred.</li> </ul>	<p>All the reading activities listed under objectives 1, 2, 3, and 4 will assist students to meet this objective. Students learn to read by reading. To encourage them to read enough to develop competence, they should be provided with opportunities to read:</p> <ul style="list-style-type: none"> <li>– easy material that they can read independently;</li> <li>– material with which they require some assistance;</li> <li>– light material that they can read for pleasure or information;</li> <li>– material that they can study in detail;</li> <li>– materials that reflect both their literary and their non-literary interests.</li> </ul>	• •	• • • •	• • • • •	• • • • •



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## LANGUAGE SKILLS

## Writing

<i>Objectives</i>	<i>Sample Activities for Language Development and Assessment</i>	<i>Level</i>			
		<i>Basic</i>	<i>General</i>	<i>Advanced</i>	<i>OAC</i>
– use bilingual and picture dictionaries effectively.	<ul style="list-style-type: none"> <li>– label a diagram or a series of illustrations on a topic related to their experience;</li> <li>– prepare for classmates a short list of vocabulary useful for writing about a topic;</li> <li>– skim the available dictionaries to discover how they are organized and what terminology they use.</li> </ul>	•	•  •	•  •	•  •
<b>2. Develop confidence in writing</b> The program should help students to develop and maintain the confidence to:	<p>Students can:</p> <ul style="list-style-type: none"> <li>– adapt dialogues they have studied so that the dialogues express personal ideas;</li> <li>– write a postcard to a friend;</li> <li>– write instructions to a babysitter, a paper carrier, a delivery person;</li> <li>– develop their own dialogues;</li> <li>– keep a diary or log;</li> <li>– write letters or parts of letters to a correspondent;</li> <li>– write a caption for a cartoon or fill in the dialogue for a comic strip;</li> <li>– write advertisements or news items for a class newspaper;</li> <li>– write a paragraph comprised of the answers to a series of questions;</li> <li>– expand a headline, telegram, or want ad into a complete message;</li> <li>– write a story from a skeleton outline that supplies key vocabulary;</li> <li>– write a story based on a picture or series of pictures;</li> <li>– write poems that follow a set form or that use a given set of words;</li> <li>– rewrite the ending of a story to alter the outcome;</li> <li>– write a descriptive, narrative, or expository paragraph;</li> <li>– record points of discussion for a small group or the class;</li> <li>– write a newspaper column, an editorial, or an article about a school or community event;</li> <li>– write their opinions about a controversial issue;</li> <li>– take notes on a presentation, film, or recording;</li> </ul>	• •  •	• •  • • • •  • • • •  • • • •  • • •	• •  • • • •  • • • •  • • • •  • • •	• •  • • • •  • • • •  • • • •  • • •

## LANGUAGE SKILLS

## Writing

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<ul style="list-style-type: none"> <li>– persist in their efforts to communicate in written form.</li> </ul>	<ul style="list-style-type: none"> <li>– clarify an idea in writing with the help of diagrams;</li> <li>– submit a piece of writing to a classmate for comment, and rephrase sections that are identified as unclear;</li> <li>– by using approximations or circumlocutions, complete a writing task without leaving blanks or using English words.</li> </ul>		•	•	•
<b>3. Formulate and express ideas</b> The program should help students to develop the ability to: <ul style="list-style-type: none"> <li>– organize their thoughts in order to express themselves directly and briefly;</li> </ul>	Students can: <ul style="list-style-type: none"> <li>– write short personal essays based on a chalkboard outline that the teacher has developed with the class;</li> <li>– convert a series of written answers into continuous prose using pronouns, connectives, subordination, and co-ordination;</li> <li>– write short business letters following a model;</li> <li>– after a group brainstorming session on a given topic, organize selected points into a coherent paragraph or series of paragraphs;</li> <li>– write short personal essays based on their reading or experience;</li> <li>– edit and revise their first drafts of short essays in order to achieve smoother and more concise prose;</li> <li>– write a résumé of a work they are studying that could be used as copy for a book jacket;</li> </ul>		•	•	•
<ul style="list-style-type: none"> <li>– be precise and sensitive in their use of language.</li> </ul>	<ul style="list-style-type: none"> <li>– write precise instructions, for a clue in a treasure hunt, directing a classmate to a particular spot;</li> <li>– write advertisements for products;</li> <li>– work in small groups to develop a list of words that convey a common idea, such as verbs of speaking, adjectives of size, or exclamations;</li> <li>– supply the appropriate salutation and closing for a letter to a friend, an organization, or an official, using a reference book;</li> <li>– edit and revise their first drafts to increase the variety of expressions and structures used;</li> </ul>		•	•	•



## LANGUAGE SKILLS

## Writing

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
	<ul style="list-style-type: none"> <li>– change the tone of a passage by replacing verbs or modifiers;</li> <li>– write a letter of recommendation or a letter of condolence, based on examples.</li> </ul>			•	•
<b>4. Write increasingly complex material</b> The program should help students to learn to write using a broader vocabulary and more complex structures in:	All the writing activities suggested under objectives 1, 2, and 3 will assist students to meet this objective. Students learn to write by writing. To encourage them to write enough to develop competence, they should be provided with frequent opportunities to write: <ul style="list-style-type: none"> <li>– short reminders, messages, posters, advertisements, and announcements;</li> <li>– diary entries;</li> <li>– brief correspondence;</li> <li>– answers to questions on reading material;</li> <li>– short paragraphs;</li> <li>– newspaper headlines, articles, sports or social reports, and editorials;</li> <li>– scripts;</li> <li>– poems;</li> <li>– short personal essays.</li> </ul> Students' writing should not be limited to the quantity that teachers can correct in detail. Editorial partners or groups can be established to help students to improve pieces of writing and to select the best items for formal evaluation.	•	•	•	•
<ul style="list-style-type: none"> <li>– the transcription of material that has been learned orally;</li> </ul>		•	•	•	•
<ul style="list-style-type: none"> <li>– new combinations of known structures and vocabulary;</li> </ul>		•	•	•	•
<ul style="list-style-type: none"> <li>– guided compositions;</li> </ul>			•	•	•
<ul style="list-style-type: none"> <li>– the expression of their own ideas on familiar topics in functional and creative writing.</li> </ul>				•	•

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## LANGUAGE KNOWLEDGE

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<b>2. Develop the ability to analyse structures</b> The program should help students to develop the ability to: <ul style="list-style-type: none"> <li>– make generalizations about the language;</li> <li>– make analogies in the language from patterns they have learned.</li> </ul>	Students can: <ul style="list-style-type: none"> <li>– identify the distinguishing features of a verb form or a grammatical structure in examples elicited from the class by the teacher;</li> <li>– formulate a rule – for instance, in English, the use of the auxiliary <i>do</i> to form questions and negative sentences – after having examined a number of examples;</li> </ul>				
	<ul style="list-style-type: none"> <li>– supply, following standard patterns, the feminine or diminutive forms of words;</li> <li>– predict the correct form of an adjective from a known adjective that follows the same pattern, e.g., formless/hopeless, hopeful/truthful;</li> <li>– supply a verb in the appropriate tense to complete a sentence, inferring the correct tense from adverbial expressions or the tenses of verbs provided;</li> <li>– apply their knowledge of the formation of an irregular verb to related verbs.</li> </ul>				
<b>3. Develop learning skills</b> The program should help students to develop: <ul style="list-style-type: none"> <li>– effective language-learning strategies.</li> </ul>	Students can: <ul style="list-style-type: none"> <li>– organize their notes, exercises, or class tests to facilitate review;</li> <li>– recognize, in context, cognates of English words, where they exist;</li> <li>– study and practise structures that do not parallel structures in English;</li> <li>– predict, from the context, the meaning of unfamiliar vocabulary or forms in a passage;</li> <li>– use a dictionary or vocabulary list to check for meaning, gender, or irregularities in the vocabulary they need for discussion or written expression;</li> <li>– proofread their own or their classmates' work;</li> <li>– edit their first drafts of personal essays using appropriate textbooks or dictionaries to double-check areas of uncertainty.</li> </ul>				



## CULTURAL AWARENESS

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<b>1. Experience aspects of the culture</b> The program should provide opportunities for students to experience: <ul style="list-style-type: none"> <li>– elements of the cultural contexts in which the language is spoken;</li> <li>– music, drama, and other art forms appropriate to their age and skill level;</li> <li>– contacts with native speakers of the language.</li> </ul>	Students can: <ul style="list-style-type: none"> <li>– collect postcards, greeting cards, stamps, and coins;</li> <li>– visit another class or school where the language is being studied;</li> <li>– prepare and/or sample foods typical of the culture;</li> <li>– visit a local restaurant that is representative of the culture;</li> <li>– participate in dramatizations of folk tales;</li> <li>– dramatize or report on the celebration of particular festivals and holidays related to the culture;</li> <li>– develop or participate in short plays based on historical people or events;</li> <li>– stage simulations of events of current interest to communities that use the language in Canada or abroad;</li> </ul>	•	•	•	•
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## CULTURAL AWARENESS

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<b>2. Acquire knowledge about the culture</b> The program should help students to: <ul style="list-style-type: none"> <li>– become familiar or renew familiarity with famous people, objects, scenes, or customs that belong to the culture;</li> <li>– become aware of geographical areas relevant to the target language.</li> </ul>	Students can: <ul style="list-style-type: none"> <li>– participate when a local speaker of the language demonstrates a tradition, craft, or recipe, or talks about his or her life to the class;</li> <li>– view films and videotapes appropriate to their age and skill level that depict people, scenes, or customs belonging to the culture;</li> <li>– identify from concrete objects, or from photographs, posters, films, and television programs, aspects of the culture, such as well-known political or entertainment figures, scenic or historical landmarks, or examples of arts and crafts;</li> <li>– visit displays that present authentic examples of the culture;</li> <li>– attend appropriate theatrical performances by local or visiting troupes that present authentic examples of the culture;</li> </ul>	•	•	•	•
	<ul style="list-style-type: none"> <li>– draw a map of Canada and indicate cities and areas of significance to the culture in Canada;</li> <li>– indicate on a world map those areas where the language is spoken.</li> </ul>	•	•	•	•
<b>3. Understand cultural components of language</b> The program should help students to: <ul style="list-style-type: none"> <li>– understand and use body language that is appropriate to speakers of the language;</li> <li>– recognize and interpret common colloquial interjections and exclamations;</li> </ul>	Students can: <ul style="list-style-type: none"> <li>– learn to recognize and imitate gestures commonly used to convey or reinforce meaning – e.g., shrugging one's shoulders, rubbing the thumb and first two fingers rapidly together to indicate "money" – and gestures expected by members of the culture, such as shaking hands or kissing on both cheeks;</li> <li>– recognize common interjections and exclamations and use them appropriately;</li> </ul>	•	•	•	•
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## CULTURAL AWARENESS

Objectives	Sample Activities for Language Development and Assessment	Level			
		Basic	General	Advanced	OAC
<ul style="list-style-type: none"> <li>– identify what cultural and historical references mean to a member of the culture being studied.</li> </ul>	<ul style="list-style-type: none"> <li>– clarify, with the help of the teacher or other resources, cultural and historical references encountered incidentally in reading or viewing;</li> <li>– research, study, and discuss cultural and historical events and dates that would parallel events in Canada, such as Thanksgiving.</li> </ul>		•	•	•
			•	•	•
<b>4. Develop an awareness of the role and significance of culture</b> The program should help students to develop:					
<ul style="list-style-type: none"> <li>– an awareness of their own cultural identity;</li> </ul>	Students can: <ul style="list-style-type: none"> <li>– compare and contrast features of their own culture that are important to their age group with similar features in another culture;</li> </ul>	•	•	•	•
<ul style="list-style-type: none"> <li>– pride in the traditions and background of their family;</li> </ul>	<ul style="list-style-type: none"> <li>– create, with photographs, sketches, or magazine illustrations, a picture history of their family;</li> <li>– bring to class an object treasured by their family and explain its significance in an oral presentation;</li> </ul>	•	•	•	•
		•	•	•	•
<ul style="list-style-type: none"> <li>– an awareness of and sensitivity to the similarities and differences between the culture they are studying and the culture of English or French Canada;</li> </ul>	<ul style="list-style-type: none"> <li>– prepare, for exchange with a class of native speakers or students of the language, a scrapbook or audiotape about their community, their class, a school athletic event, or a holiday;</li> <li>– compare advertisements for the same products in English and in the language being studied;</li> <li>– make a list of words and expressions that are used on signs and in advertisements;</li> </ul>	•	•	•	•
		•	•	•	•
<ul style="list-style-type: none"> <li>– sensitivity to the cultures of their fellow Canadians;</li> </ul>	<ul style="list-style-type: none"> <li>– make an inventory of the surnames in the class and, by discussion with fellow students, trace the origins of these names;</li> <li>– make a master calendar showing days in the year that are significant for different cultural groups represented in the school;</li> </ul>	•	•	•	
		•	•	•	
<ul style="list-style-type: none"> <li>– an appreciation of the transformation that can occur when a culture is transplanted, or when it changes over generations.</li> </ul>	<ul style="list-style-type: none"> <li>– tape an interview with an older native speaker of the language about his or her educational background, birthday or name day celebration, or responsibilities in the home;</li> <li>– compare and contrast ways in which young people of this cultural background met and socialized fifty years ago with the ways they meet and socialize today.</li> </ul>	•	•	•	•
			•	•	•



## APPENDIX B

### LANGUAGE CONTENT: THE COMMUNICATIVE CONCEPT OUTLINE

This appendix outlines a model for organizing the language content of an international language program in a three-year sequence. First, examples in English, arranged in order of difficulty according to English usage, are provided for each communicative concept. Then, after each concept, the related English grammar points required for the examples are listed by year, categorized by part of speech. Finally, below the grammar summary, vocabulary areas appropriate to the concept are listed; they relate to the total concept and are not differentiated by year.

To permit this one document to accommodate the variety of international languages taught in Ontario secondary schools, the English language has been used to show the organization of the language content. Teachers, individually or co-operatively, will prepare their courses by adapting the outline to the language they are teaching. It is not intended that teachers rewrite authorized published textbooks; approved textbooks can be cross-referenced with the guideline to ensure that they include the required content and can be supplemented where necessary. Teachers of languages for which suitable textbooks are not available will need to develop their own program sequence, following the pattern provided in this guideline.

Teachers will recognize that the examples related to the communicative concepts and the grammar points have been allocated over the three-year sequence by considering the relative difficulty of each in English and by then adjusting the allocation to make it appropriate to the language competence and maturity that can reasonably be expected in that year.

Teachers will adapt the outline according to the demands of the language they are teaching and the level of the course: basic, general, or advanced. Teachers may find that a sentence appearing in the first-year list in English entails a more complicated structure in the target language – one that would best be introduced later, in the second or third year of the course. In such cases, teachers will make the necessary adjustment and substitute an example of appropriate structural difficulty for the one they plan to introduce later in the sequence.

Communicative concepts, language functions, grammar, and vocabulary are not learned in isolation; they must be brought together by means of unifying themes. Themes will be chosen to suit the language content to be learned and the competence, interests, and maturity of the students. The cultural content of the program, which is not prescribed, will be introduced through appropriate themes.

Blank forms are provided at the end of this appendix (see pages 77 to 78) to enable teachers of individual languages to chart the gradual development of the communicative concepts in the language they teach and to summarize the grammatical points involved.

## LANGUAGE CONTENT: THE COMMUNICATIVE CONCEPT OUTLINE

### 1. Basic Social Conventions: Examples in English

Year 1	Year 2	Year 3/OAC
<i>greeting, expressing respect</i> Hello, Mr. Brown./Hello, Paula./Hi!  Happy New Year!  Happy birthday!  Best wishes!	<i>greeting, expressing respect</i> Good morning, ladies and gentlemen.  Good evening, sir.  I'd like to welcome you.	<i>greeting, beginning letters</i> Dear Sir:/Dear Mrs. Nagata:/ Dear Vlado:
<i>leave taking</i> Goodbye./See you later./Take care.	<i>leave taking</i> I must be going now. It's been good to talk to you.  Thank you for a lovely evening. I enjoyed meeting you.  When will we see you again?	<i>leave taking, ending letters</i> Yours truly,/Sincerely,/Your friend,/ Love,
<i>small talk</i> How are you? Not bad, thanks. What's new?  What's your name? My name is Avi.  Do you know Siew Joon?  It's a lovely day today, isn't it?  Really? What a shame!	<i>small talk, telephone calls</i> I'd like you to meet my friend. May I introduce Carlos DaSilva?  Have you met Wolfram?  Have you finished with the paper? Could I have it?  Is Nesha in, please? Could I speak to her?  Did you read about the hotel fire?	<i>small talk, formulas for letters and telephone calls</i> Have you heard that...?  They say that...  I was wondering if...  Is it true that...?  I was sorry to hear that...  You don't mean it!  I can't believe that...  I would like to submit my application for...  I would appreciate receiving a copy of...  Would you care to leave a message?  Where can he reach you?

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3/OAC</i>
<i>being polite, attracting attention</i> Please.  Thank you.  Excuse me.  I beg your pardon.  May I leave?	<i>being polite, attracting attention</i> May I help you? To whom did you want to speak?  Excuse me, but may I see the principal?	<i>being polite, attracting attention</i> I am sorry to interrupt, but you have a phone call.  Would you tell me where the reception desk is, please?
<i>apologizing</i> I beg your pardon.  Excuse me.  I'm sorry.	<i>apologizing, making excuses</i> I'm sorry I'm late; I missed the bus.  I couldn't do my housework because I was away.	
<i>complimenting</i> Bravo!  Well done!  Congratulations!	<i>complimenting</i> You look really nice today.  That was very good work.  What a gorgeous jacket!	
<i>talking during meals</i> I'm hungry.  Please pass the pickles.  What's for dinner? Do you want some veal stew?  It's delicious.  Your health!  Cheers!	<i>talking during meals</i> Could we order now? I'd like today's special.	<i>talking during meals</i> I would like to propose a toast to the bride.  Will there be anything else? No, thank you, I couldn't possibly eat dessert.



## 1. Basic Social Conventions: Grammar Related to the English Examples

	Year 1	Year 2: Year 1 plus	Year 3/OAC: Year 2 plus
nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> <li>– partitive + noun</li> </ul>	<ul style="list-style-type: none"> <li>– expressing possession</li> <li>– used as adjectives</li> </ul>	
pronouns	<ul style="list-style-type: none"> <li>– subject</li> <li>– direct object</li> <li>– interrogative</li> </ul>	<ul style="list-style-type: none"> <li>– indirect object</li> <li>– object of a preposition</li> </ul>	<ul style="list-style-type: none"> <li>– indefinite</li> </ul>
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative and question formulas</li> <li>– imperative</li> <li>– modals (<i>may</i> and <i>want</i>)</li> <li>– dependent infinitive</li> </ul>	<ul style="list-style-type: none"> <li>– simple past</li> <li>– future</li> <li>– perfect</li> <li>– polite conditional</li> <li>– conditional</li> <li>– infinitive constructions</li> </ul>	<ul style="list-style-type: none"> <li>– any useful tense</li> <li>– any needed mood</li> <li>– participles</li> <li>– tense sequence</li> </ul>
adjectives	<ul style="list-style-type: none"> <li>– predicate</li> <li>– with the noun</li> <li>– possessive</li> <li>– of quantity</li> <li>– exclamatory</li> </ul>		<ul style="list-style-type: none"> <li>– after an indefinite pronoun</li> </ul>
adverbs	<ul style="list-style-type: none"> <li>– modifying the verb</li> <li>– interrogative</li> </ul>	<ul style="list-style-type: none"> <li>– modifying an adjective</li> </ul>	
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– impersonal expressions</li> </ul>	<ul style="list-style-type: none"> <li>– co-ordinate conjunctions</li> <li>– subordinate conjunctions</li> <li>– noun clauses</li> <li>– adverb clauses</li> </ul>	<ul style="list-style-type: none"> <li>– indirect discourse</li> </ul>

### Related Vocabulary Areas

socializing: greetings, congratulations, sympathy, compliments, excuses, leave taking, introductions, idiomatic expressions, gossip, telephone talk; seasons, holidays, weather; health, food, menus; expressing gratitude; attracting attention; interrupting; letters: informal, business, job application; interviews; interjections and exclamations

## 2. Identification and Description: Examples in English

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3/OAC</i>
What is this/that? It's a...	Whose book is this? It's mine.	Here is something interesting.
Who is at the door? It's...	Show me what you have bought.	There's nothing difficult on the test.
Which dessert do you want? The big orange.	The student who left was ill.	Your hands feel cold.
Is that your car? No, it's my sister's car.	Did you want this shirt or that one? The white one.	That music sounds dreadful.
That's not my raincoat.	Could someone explain what this is?	You look pale.
What city is that? It's Marrakech.	What kind of fish did he catch?	How did you like the dessert? It tasted delicious.
She is a dentist. He is a doctor.	Her car was less expensive than my motorcycle.	What happened? He was run over by a truck.
She is Russian, but she speaks French.	His dog is bigger than yours.	Of these four items, the second does not belong because it's a vegetable; the others are fruits.
What colour is it? It's blue.	We were going to do the easiest exercise.	The woman sitting on the chester-field is his great-grandmother.
What is that house like? Small but comfortable.	She says that it's very difficult.	What key do you press to call up the next question? Press "Return".
How old is he? Fifteen.	That's such a funny story.	What's that flashing light? It's an ambulance.
How is the weather? It's hot.	I can't do the third question. Can you do it?	Her little nephew was an angel at the wedding; he was as quiet as a mouse.
What do you want? Two hamburgers and some French fries, please.	Who's the man with the red beard?	
What's wrong? I have an earache.	In the family room they have a leather couch and chairs.	
What's he doing? He's reading.		
Which tape did he buy?		

## 2. Identification and Description: Grammar Related to the English Examples

	<i>Year 1</i>	<i>Year 2: Year 1 plus</i>	<i>Year 3/OAC: Year 2 plus</i>
nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> <li>– partitive + noun</li> <li>– expressing possession</li> </ul>	<ul style="list-style-type: none"> <li>– used as adjectives</li> </ul>	
pronouns	<ul style="list-style-type: none"> <li>– subject</li> <li>– interrogative</li> </ul>	<ul style="list-style-type: none"> <li>– direct object</li> <li>– indirect object</li> <li>– relative</li> <li>– demonstrative</li> <li>– possessive</li> </ul>	<ul style="list-style-type: none"> <li>– indefinite</li> </ul>
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative</li> <li>– simple past</li> </ul>	<ul style="list-style-type: none"> <li>– imperative</li> <li>– dependent infinitive</li> <li>– perfect</li> <li>– past continuous (imperfect)</li> <li>– polite conditional</li> <li>– modals</li> </ul>	<ul style="list-style-type: none"> <li>– infinitive constructions</li> <li>– any useful tense</li> <li>– any needed mood</li> <li>– participles</li> <li>– passive voice</li> </ul>
adjectives	<ul style="list-style-type: none"> <li>– predicate</li> <li>– with the noun</li> <li>– demonstrative</li> <li>– possessive</li> <li>– interrogative</li> <li>– of quantity</li> </ul>	<ul style="list-style-type: none"> <li>– ordinal numbers</li> <li>– comparative</li> <li>– superlative</li> </ul>	<ul style="list-style-type: none"> <li>– after an indefinite pronoun</li> </ul>
adverbs	<ul style="list-style-type: none"> <li>– interrogative</li> </ul>	<ul style="list-style-type: none"> <li>– modifying an adjective</li> </ul>	
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– negation</li> <li>– co-ordinate conjunctions</li> <li>– cardinal numbers</li> <li>– impersonal expressions</li> </ul>	<ul style="list-style-type: none"> <li>– subordinate conjunctions</li> <li>– noun clauses</li> <li>– adjective clauses</li> <li>– indirect discourse</li> </ul>	

### Related Vocabulary Areas

schools: staff, rooms, classroom objects; family members, kinship; houses: rooms, furniture; clothing; foods; colours; animals; weather; professions; nationalities, languages; parts of the body; illnesses; sensory observations, number, size, shape, format, materials; selected technology; idiomatic expressions and metaphors



**3. Location: Examples in English**

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3/OAC</i>
Where is your father? At home.	Where is the bank? Go straight ahead for three blocks, and then turn right on Main Street.	Is this the house where Dr. Bethune was born?
Where are the vegetables? There, on the table.	Could you help me? Where is the washroom? It's down the hall, the third door on the right.	We will need detailed directions to get to Don's office.
Where are you going? To the cafeteria.	Budapest is on the Danube River.	Suzanne said Tom had located the tickets in the top drawer.
Where does Rachel go on Thursdays? To the drama club.	Windsor is southwest of London.	The stolen car has been found downtown.
She works in Sault Ste. Marie.	They have just returned from Poland.	Passing through Barrie on Highway 400, we ran into a terrible storm.
Where are you staying? At our grandmother's.	We will travel to the Orient in July.	She always had her hand in her father's pocket.
What's your address? I live at 379 King Street.	I wanted to go to the mountains this summer, but Marco prefers the ocean.	His head is in the clouds.
Where does Liu Deming live? Downstairs in the basement apartment.	She was living in the country with her mother.	
Sign here on the dotted line.		
John put question 3 on the board.		

### 3. Location: Grammar Related to the English Examples

	Year 1	Year 2: Year 1 plus	Year 3/OAC: Year 2 plus
nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> <li>– expressing possession</li> <li>– used as adjectives</li> </ul>		
pronouns	<ul style="list-style-type: none"> <li>– subject</li> <li>– interrogative</li> </ul>	<ul style="list-style-type: none"> <li>– direct object</li> </ul>	
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative</li> <li>– imperative</li> <li>– simple past</li> <li>– expressing motion</li> </ul>	<ul style="list-style-type: none"> <li>– dependent infinitive</li> <li>– future</li> <li>– perfect</li> <li>– past continuous (imperfect)</li> <li>– polite conditional</li> <li>– modals</li> </ul>	<ul style="list-style-type: none"> <li>– any useful tense</li> <li>– any needed mood</li> <li>– participles</li> <li>– passive voice</li> <li>– infinitive constructions</li> <li>– tense sequence</li> </ul>
adjectives	<ul style="list-style-type: none"> <li>– possessive</li> </ul>	<ul style="list-style-type: none"> <li>– with the noun</li> <li>– demonstrative</li> <li>– ordinal numbers</li> </ul>	
adverbs	<ul style="list-style-type: none"> <li>– modifying the verb</li> <li>– interrogative</li> </ul>		
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– cardinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>– co-ordinate conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>– subordinate conjunctions</li> <li>– noun clauses</li> <li>– adjective clauses</li> <li>– indirect discourse</li> </ul>

#### Related Vocabulary Areas

adverbs of location; prepositions that express place and direction; rooms in the house and school; parts of a building; geographical features and locations, directions, compass points; idiomatic expressions and metaphors

## 4. Time: Examples in English

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3/OAC</i>
What time is it? It's 1:00 p.m.	When is the concert? The day after tomorrow.	They had been living in the house for three months when it burned down.
When do we have assembly? At 2:15 p.m.	When did the bus leave? An hour ago.	When you get home, call Ari.
Meet me at 3:30.	How long will they be in Europe? For three months.	As soon as they finish their home-work, they will be able to watch TV.
He is never here before 8:00 a.m.	You have until Monday to complete this.	Wait until they arrive.
Flight 439 arrived at 19:50.	I have been waiting for the taxi for an hour.	He said that they wanted to leave in twenty minutes.
Our history classes are in the morning.	It took four hours to do the assignment.	By leaving then, they would get home before dinner.
What day is it? It's Friday.	I think they will send you the book shortly.	She did not know that they had left five hours ago.
Today is Wednesday, June 5, 1991.	We visited them during the March break.	How long does the roast have to cook? An hour and a half.
When is your birthday? March 24.	Gerhardt was about to have lunch.	First, mix the dry ingredients; then, gradually add milk; next, stir vigorously.
What day is the nurse here? On Thursdays.	They used to go to the movies every Saturday night.	That movie was made in the sixties.
Do you still drive the same car? Not any more.		That castle was built in the thirteenth century.
When is Easter this year?		They are planning to have a going-away party for her next week.
		Tell us when the first payment is due.
		We don't know how long we have to write the test.



#### 4. Time: Grammar Related to the English Examples

	Year 1	Year 2: Year 1 plus	Year 3/OAC: Year 2 plus
nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> <li>– used as adjectives</li> </ul>		
pronouns	<ul style="list-style-type: none"> <li>– subject</li> <li>– direct object</li> </ul>	<ul style="list-style-type: none"> <li>– indirect object</li> <li>– demonstrative</li> </ul>	
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative</li> <li>– imperative</li> <li>– simple past</li> </ul>	<ul style="list-style-type: none"> <li>– future</li> <li>– perfect</li> <li>– past continuous (imperfect)</li> <li>– infinitive constructions</li> <li>– action continuing into the present</li> <li>– duration of time in the past</li> </ul>	<ul style="list-style-type: none"> <li>– any useful tense</li> <li>– any needed mood</li> <li>– participles</li> <li>– passive voice</li> <li>– tense sequence</li> <li>– expressing implied future</li> <li>– action continuing into the past</li> </ul>
adjectives	<ul style="list-style-type: none"> <li>– with the noun</li> <li>– demonstrative</li> <li>– possessive</li> <li>– interrogative</li> </ul>		<ul style="list-style-type: none"> <li>– ordinal numbers</li> </ul>
adverbs	<ul style="list-style-type: none"> <li>– modifying the verb</li> <li>– interrogative</li> </ul>		
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– cardinal numbers</li> <li>– impersonal expressions</li> </ul>	<ul style="list-style-type: none"> <li>– subordinate conjunctions</li> <li>– noun clauses</li> <li>– indirect discourse</li> </ul>	<ul style="list-style-type: none"> <li>– adverb clauses</li> </ul>

#### Related Vocabulary Areas

time: days, parts of the day, dates, name days, holidays, festivals, months, seasons, hours, half-hours, quarter-hours, minutes, twenty-four-hour schedules; school timetables; age; cardinal and ordinal numbers; adverbs of time: yesterday, the day after tomorrow, then, next, finally, etc.; negative adverbs of time: never, no more, not yet, etc.; school subjects; transportation; meals

## 5. Quantity, Extent, and Dimension: Examples in English

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3/OAC</i>
There are nine new students in the class.	What size shoes and what size suit do you wear?	Their class got less homework than ours.
How many dogs does he have? Three.	How large is this room? It's 4 metres long by 3 metres wide.	They have a few days left of their holidays.
I need some money. How much? Twenty dollars.	His piece of cake was smaller than mine.	How long did you say that book was? Over 100 pages.
Tando has a lot of friends.	How far is Montreal from here? About 500 kilometres.	There were thousands of people at the concert.
$4 \times 2 = 8$ ; $137 - 29 = 108$ .	What is the longest river in the world?	It weighs about 30 kilos – 32 to be exact.
She drank a glass of water.	Juan is 190 centimetres tall and weighs only 80 kilos.	What is the area of a room 5 metres wide by 7 metres long? Its area is 35 square metres.
Take two capsules every four hours.	The speed limit is 100 kilometres per hour.	What is the volume of this cube? It is 125 cubic centimetres.
How hot is it outside? It is 32° Celsius.	The gas tank will be almost empty by now.	How much money has been raised? Including your donation, we have \$211.00.
The school is not very far from my street.	Add 15 mL of salt.	
How old is Veronica? Almost sixteen.	How big was Marietta's car? So big that seven people could ride in it comfortably.	
He is quite ill today.	A kilometre is 0.6 of a mile.	
	Eggs cost \$1.68 a dozen.	
	He was too tired to go to the party.	

## 5. Quantity, Extent, and Dimension: Grammar Related to the English Examples

	<i>Year 1</i>	<i>Year 2: Year 1 plus</i>	<i>Year 3/OAC: Year 2 plus</i>
nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> <li>– partitive + noun</li> <li>– expression of quantity + noun</li> </ul>	<ul style="list-style-type: none"> <li>– expressing possession</li> <li>– used as adjectives</li> </ul>	
pronouns	<ul style="list-style-type: none"> <li>– subject</li> </ul>	<ul style="list-style-type: none"> <li>– possessive</li> </ul>	
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative</li> <li>– imperative</li> <li>– simple past</li> </ul>	<ul style="list-style-type: none"> <li>– dependent infinitive</li> <li>– future</li> <li>– modals</li> <li>– infinitive constructions</li> </ul>	<ul style="list-style-type: none"> <li>– any useful tense</li> <li>– any needed mood</li> <li>– participles</li> <li>– passive voice</li> <li>– tense sequence</li> </ul>
adjectives	<ul style="list-style-type: none"> <li>– predicate</li> <li>– with the noun</li> <li>– possessive</li> <li>– of quantity</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrative</li> <li>– interrogative</li> <li>– comparative</li> <li>– superlative</li> </ul>	
adverbs	<ul style="list-style-type: none"> <li>– modifying the verb</li> <li>– modifying an adjective</li> <li>– interrogative</li> </ul>		
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– negation</li> <li>– cardinal numbers</li> <li>– impersonal expressions</li> </ul>	<ul style="list-style-type: none"> <li>– co-ordinate conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>– indirect discourse</li> </ul>

### Related Vocabulary Areas

numbers; arithmetical expressions; expressions of quantity; adverbs of degree: very, too, almost, etc.; formulas for expressing measurement; sizes; temperature; distances; mass; money; prices; mathematics problems; clothes; consumer goods; containers; rooms; foods; recipes; medications; dosages



**6. Actions and Intentions: Examples in English**

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3/OAC</i>
I am going to the store now.	Ask him to help you with that one.	I want someone to take notes. Ask the person who just came in.
Chaviva walks to school every day.	Helga's group can present its report next.	Would you take me to the library?
What do they want to do now? They are going to clean out the garage.	I would like a coffee. Could you lend me a dollar? Sorry, no.	Could you give her a call?
Paul picked up some bread on the way.	I think you should try to write it this way.	I'm sure you can handle it.
Don't open the door yet.	Could you pass me the dictionary, please? Certainly.	I'm not certain that he would be elected by the students.
You may work on your projects now.	Bharati has to go to the dentist.	We'd be glad to assist in any way possible.
May I watch TV tonight? Yes.	We will be leaving for Ottawa next week.	I'm sorry but I cannot permit you to do that.
Please explain this sentence; I didn't understand it.	I told you not to forget that.	It would be nice if someone offered to do the dishes.
Don't touch that pot! Watch out!	You can do it; you have practised it often.	May I suggest that you begin by making an outline.
It's almost right. Try again.	Please don't give us homework tonight. There's a dance.	I would like to clarify what your job will be.
She cut herself badly.		They refused to donate anything.
		I'd advise you not to say that to him.
		Ligaya had her picture taken.
		The boat was built by that man and his daughter.

## 6. Actions and Intentions: Grammar Related to the English Examples

	Year 1	Year 2: Year 1 plus	Year 3/OAC: Year 2 plus
nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> <li>– partitive + noun</li> </ul>	<ul style="list-style-type: none"> <li>– expressing possession</li> </ul>	
pronouns	<ul style="list-style-type: none"> <li>– subject</li> <li>– direct object</li> <li>– interrogative</li> <li>– reflexive</li> </ul>	<ul style="list-style-type: none"> <li>– indirect object</li> <li>– demonstrative</li> </ul>	<ul style="list-style-type: none"> <li>– indefinite</li> <li>– object of a preposition</li> <li>– relative</li> </ul>
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative</li> <li>– imperative</li> <li>– simple past</li> <li>– modals (<i>may</i> and <i>want</i>)</li> <li>– dependent infinitive</li> <li>– expressing motion</li> </ul>	<ul style="list-style-type: none"> <li>– future</li> <li>– perfect</li> <li>– polite conditional</li> <li>– infinitive constructions</li> </ul>	<ul style="list-style-type: none"> <li>– any useful tense</li> <li>– any needed mood</li> <li>– participles</li> <li>– passive voice</li> <li>– tense sequence</li> </ul>
adjectives	<ul style="list-style-type: none"> <li>– predicate</li> <li>– demonstrative</li> <li>– possessive</li> <li>– of quantity</li> </ul>		
adverbs	<ul style="list-style-type: none"> <li>– modifying the verb</li> <li>– modifying an adjective</li> </ul>		
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– negation</li> </ul>	<ul style="list-style-type: none"> <li>– noun clauses</li> <li>– indirect commands</li> </ul>	<ul style="list-style-type: none"> <li>– co-ordinate conjunctions</li> <li>– impersonal expressions</li> <li>– subordinate conjunctions</li> <li>– adjective clauses</li> <li>– conditional sentences</li> <li>– negative with infinitives</li> <li>– causative construction</li> </ul>

### Related Vocabulary Areas

formulas of politeness; expressions for command, permission, advice, persuasion, refusal, encouragement, etc.

## 7. Manner and Means: Examples in English

Year 1	Year 2	Year 3/OAC
Josefina writes well.	How can Angela get home most easily? She can take a taxi or go with Hsu.	She closed the suitcase by sitting on it.
His mother always speaks softly.		How could I have known that they were coming by train?
They are working hard.	How will I know which one is you? I'll be wearing a red carnation.	Let me explain how it happened. I was carrying the tray with one hand when Olof bumped into me.
How do you spell "visible"?	They used a credit card to pay for the tickets. I have already paid for mine by cheque.	The test was developed on the computer.
How do you say "teacher" in Chinese?	Can you tell me how to use this machine? I think you turn it on with this button.	The house is heated by natural gas.
How did you come to school? On foot or by bus?	I don't remember how to play that piece.	
You open the door with this key.	You could fix it better with a simple screwdriver.	
How do I find these words? Look them up in the dictionary.	I am sure that this is the way to solve the problem.	
	How did you finish this so fast? My friends helped me.	
	Send that package by air mail.	



## 7. Manner and Means: Grammar Related to the English Examples

	<i>Year 1</i>	<i>Year 2: Year 1 plus</i>	<i>Year 3/OAC: Year 2 plus</i>
nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>– used as adjectives</li> </ul>	
pronouns	<ul style="list-style-type: none"> <li>– subject</li> <li>– direct object</li> </ul>	<ul style="list-style-type: none"> <li>– indirect object</li> <li>– object of a preposition</li> <li>– relative</li> <li>– demonstrative</li> <li>– possessive</li> </ul>	
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative</li> <li>– imperative</li> <li>– simple past</li> </ul>	<ul style="list-style-type: none"> <li>– dependent infinitive</li> <li>– future</li> <li>– perfect</li> <li>– conditional</li> <li>– modals</li> <li>– infinitive constructions</li> </ul>	<ul style="list-style-type: none"> <li>– any useful tense</li> <li>– any needed mood</li> <li>– participles</li> <li>– passive voice</li> <li>– tense sequence</li> </ul>
adjectives	<ul style="list-style-type: none"> <li>– with the noun</li> <li>– demonstrative</li> <li>– possessive</li> </ul>		
adverbs	<ul style="list-style-type: none"> <li>– modifying the verb</li> <li>– interrogative</li> </ul>	<ul style="list-style-type: none"> <li>– comparative</li> <li>– superlative</li> </ul>	
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– co-ordinate conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>– subordinate conjunctions</li> <li>– noun clauses</li> <li>– indirect discourse</li> </ul>	<ul style="list-style-type: none"> <li>– adverb clauses</li> </ul>

### Related Vocabulary Areas

adverbs of manner and means; prepositions that express manner and means; transportation; shipping; mail; tools and equipment; recipes; model building; handicrafts

## 8. Cause and Effect: Examples in English

Year 1	Year 2	Year 3/OAC
Why are you studying? We have a test tomorrow.	Suleiman won because he was strong and fast.	He is angry because of what you said.
Leave now or you are going to be late.	Josef is so tall that he had to buy a special bed.	She explained the question in such a way that everyone understood.
Because of the storm he stayed at home.	Because of the school dance, classes end early today.	Dad had Pedro cut the grass.
What starts the program? Press "Return".	Since he hasn't arrived yet, we won't be able to go to that movie.	Narinder will come to the party provided that Anne comes too.
Without her glasses Oona doesn't see well.	For what reason does he want to leave?	They say that she saved for months so that she could buy that car.
The red key opens the house door.	If she knew the answer she would tell us.	Jason had his hair cut, finally.
	The car that stopped suddenly caused the accident. We were watching.	Since $a = b$ , then $a^2 = b^2$ .
	Her accident was due to bad weather.	The Student Council's efforts have resulted in better school spirit.
		I would like to speak in favour of Fatima Oliviera for the following reasons: first, she is the most qualified person; second, she has the time to devote to the position.
		If we had been at Eila's house we would have helped her.
		The work has been finished, so we can leave now.
		Being ill, he was unable to attend.

## 8. Cause and Effect: Grammar Related to the English Examples

	<i>Year 1</i>	<i>Year 2: Year 1 plus</i>	<i>Year 3/OAC: Year 2 plus</i>
nouns	– article + noun	– used as adjectives	
pronouns	– subject – interrogative	– direct object – indirect object – relative	– indefinite
verbs	– present – interrogative – imperative – simple past – dependent infinitive	– future – perfect – past continuous (imperfect) – conditional – modals	– any useful tense – any needed mood – participles – passive voice – tense sequence
adjectives	– with the noun – possessive	– predicate – demonstrative – interrogative	– ordinal numbers – comparative – superlative
adverbs	– modifying the verb – interrogative	– modifying an adjective	
other elements	– prepositions – negation – co-ordinate conjunctions	– subordinate conjunctions – adjective clauses – adverb clauses – conditional sentences	– noun clauses – indirect discourse – causative construction

### Related Vocabulary Areas

conjunctions that express cause and effect: as, because, in order to, since, so, therefore, with the result that..., if...then; adverbs that express sequence; situations that involve explanations and instructions: sports, crafts, cooking, hobbies, projects; excuses; arguments, debates



**9. Emotions, Feelings, and Wishes: Examples in English**

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3/OAC</i>
I am happy.	You got the newspaper job? Wonderful! Congratulations.	I'm sorry that you lost your cat.
The film is terrible.		I couldn't believe what the announcer was saying!
Do you like to swim? I hate it.	Vincent's mother is seriously ill? Oh, I am so sorry to hear that.	I'm afraid there will be a storm.
Do you want to go sailing? Sure! That's great! Maybe tomorrow.	They were very pleased with their new stereo.	What a pity that it's raining!
Jamal is terrified of snakes.	He has always hated that rock group.	I was sad to learn that your father had died.
Is she really going to do that?	The committee really appreciated your thoughtfulness.	The principal regretted that he couldn't help you.
Is something wrong? I hope not!	Marina will be very glad to meet him.	
Are you angry? Not at all! Of course not!	Would you please stop that? It is annoying the neighbours.	Philip was furious that his car had been stolen.
What a shame! Martin lost his wallet.		If Veronika had said that to me, I would have felt exactly the same way.
		Please don't ask me now; I just couldn't talk about it.
		I was hoping he would be invited to ski this weekend. He is bored because he has nothing to do.
		Asking her to pay that amount was ridiculous!

## 9. Emotions, Feelings, and Wishes: Grammar Related to the English Examples

	<i>Year 1</i>	<i>Year 2: Year 1 plus</i>	<i>Year 3/OAC: Year 2 plus</i>
nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>– expressing possession</li> <li>– used as adjectives</li> </ul>	
pronouns	<ul style="list-style-type: none"> <li>– subject</li> <li>– direct object</li> <li>– indefinite</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrative</li> </ul>	<ul style="list-style-type: none"> <li>– object of a preposition</li> <li>– relative</li> </ul>
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative</li> <li>– simple past</li> <li>– modals (<i>want</i>)</li> <li>– dependent infinitive</li> </ul>	<ul style="list-style-type: none"> <li>– future</li> <li>– perfect</li> <li>– polite conditional</li> <li>– modals expanded</li> <li>– infinitive constructions</li> </ul>	<ul style="list-style-type: none"> <li>– imperative</li> <li>– any useful tense</li> <li>– any needed mood</li> <li>– participles</li> <li>– passive voice</li> <li>– gerunds (verbal nouns)</li> <li>– tense sequence</li> </ul>
adjectives	<ul style="list-style-type: none"> <li>– predicate</li> <li>– exclamatory</li> </ul>	<ul style="list-style-type: none"> <li>– with the noun</li> <li>– demonstrative</li> <li>– possessive</li> </ul>	
adverbs	<ul style="list-style-type: none"> <li>– modifying the verb</li> </ul>	<ul style="list-style-type: none"> <li>– modifying an adjective</li> </ul>	
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– negation</li> </ul>		<ul style="list-style-type: none"> <li>– subordinate conjunctions</li> <li>– noun clauses</li> <li>– adverb clauses</li> <li>– conditional sentences</li> <li>– indirect discourse</li> </ul>

### Related Vocabulary Areas

exclamations; expressions of: pleasure, displeasure, congratulation, gratitude, hope, disappointment, despair, anger, fear, worry, regret, grief, sympathy, confidence, uncertainty; significant events: tests, examinations, sports events, shows, parties, lotteries, funerals, hospital visits or stays, weddings, concerts, dramas, television broadcasts, getting hired or fired, getting/asking for a raise

**10. Judgements and Opinions: Examples in English**

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3/OAC</i>
Good work!	You are probably right.	Parking is prohibited on this street.
I like math.	As far as I am concerned, we should finish this first.	Ken's parents don't approve of Martha's smoking.
What a beautiful horse!	According to Han-li, Steve's album is better than mine.	He is the only person who can help me.
Our dog is intelligent but lazy.	We have to start at 8:00 a.m.	That was the best movie I ever saw.
You are wrong. I disagree.	I'll forgive you this time, but don't do it again.	The inspector doubted that they could sell that machine; it was defective.
Vittoria writes very well.	I think you have dialled the wrong number.	You have a point, but I still have not been persuaded.
Jonathan can't stand cats.	It's not my fault; it's Lung-Pao's fault.	I was sure that man was Karin's brother. He looks like her.
What do you think? I like him.	This essay is clearly superior to that one.	Against my better judgement I went with them.
Don't smoke here!	He appreciated what the teachers were doing for him.	The coach would have approved of our plans.
In my opinion, the questions are too hard.	The class praised the student who won the award.	Because of the effort you made, you raised the most money.
Who gave the correct answer? Kim did.		You should let me explain my side of it.
		Did you think Hari would win?
		It is possible that they will be late.
		If it were my decision, I would buy the red one.
		It is recommended that you be there ahead of time.



## 10. Judgements and Opinions: Grammar Related to the English Examples

	<i>Year 1</i>	<i>Year 2: Year 1 plus</i>	<i>Year 3/OAC: Year 2 plus</i>
nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>– expressing possession</li> </ul>	
pronouns	<ul style="list-style-type: none"> <li>– subject</li> <li>– direct object</li> <li>– interrogative</li> </ul>	<ul style="list-style-type: none"> <li>– object of a preposition</li> <li>– relative</li> <li>– demonstrative</li> <li>– possessive</li> </ul>	<ul style="list-style-type: none"> <li>– indefinite</li> </ul>
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative</li> <li>– imperative</li> <li>– simple past</li> <li>– modals (<i>can</i>)</li> <li>– dependent infinitive</li> </ul>	<ul style="list-style-type: none"> <li>– future</li> <li>– past continuous (imperfect)</li> <li>– modals expanded</li> </ul>	<ul style="list-style-type: none"> <li>– any useful tense</li> <li>– any needed mood</li> <li>– participles</li> <li>– passive voice</li> <li>– tense sequence</li> <li>– gerunds (verbal nouns)</li> </ul>
adjectives	<ul style="list-style-type: none"> <li>– predicate</li> <li>– with the noun</li> <li>– exclamatory</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrative</li> <li>– possessive</li> <li>– comparative</li> </ul>	<ul style="list-style-type: none"> <li>– superlative</li> </ul>
adverbs	<ul style="list-style-type: none"> <li>– modifying the verb</li> <li>– modifying an adjective</li> <li>– modifying another adverb</li> </ul>		
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– negation</li> <li>– co-ordinate conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>– subordinate conjunctions</li> <li>– noun clauses</li> <li>– adjective clauses</li> <li>– adverb clauses</li> </ul>	<ul style="list-style-type: none"> <li>– impersonal expressions</li> <li>– conditional sentences</li> <li>– indirect discourse</li> </ul>

### Related Vocabulary Areas

simple expressions of opinion: agreement, disagreement, approval, disapproval;  
 modal verbs expressing possibility, obligation, wish, permission; expressions of  
 usefulness, value; classroom management: discipline, rules, regulations, code of  
 behaviour

## LANGUAGE CONTENT PLANNING OUTLINE

Concept \_\_\_\_\_ : Examples

Year 1	Year 2	Year 3/OAC

**LANGUAGE CONTENT PLANNING OUTLINE**

**Concept \_\_\_\_\_ : Related Grammar**

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3/OAC</i>



## APPENDIX C

### GRAMMAR POINTS

Appendix C expands the summary of grammar points that appears in the guideline (Part B, page 13) to indicate those communicative concepts in which each point occurs in the year of its first introduction. Although this summary is provided particularly to help teachers of languages for which there are no textbooks available, other teachers may wish to use it as a cross-reference to their textbooks.

The grammatical terms used in this chart refer to the English language. For examples to illustrate the terms, see Appendix D. Terms such as *simple past* may represent the most common past tense in English but not in the target language; adjustments should be made in the allocation of structures by year to suit the language being taught.

In the third year of the program, verb tenses and moods to be taught will be determined by the reading materials selected and the language students need to use. It is not intended that students in these courses learn grammatical forms rarely used for normal communication.

The numbers that appear at the top of each column refer to the following communicative concepts:

1. basic social conventions
2. identification and description
3. location
4. time
5. quantity, extent, and dimension
6. actions and intentions
7. manner and means
8. cause and effect
9. emotions, feelings, and wishes
10. judgements and opinions

## GRAMMAR POINTS

Grammar points that occur  
in the English examples givenCommunicative concepts in which examples  
include these grammar points

Year 1		1	2	3	4	5	6	7	8	9	10
nouns	<ul style="list-style-type: none"> <li>– article + noun</li> <li>– singular and plural</li> <li>– partitive + noun</li> <li>– expressing possession</li> <li>– used as adjectives</li> <li>– expressions of quantity + noun</li> </ul>	•	•	•	•	•	•	•	•	•	•
		•	•	•	•	•	•	•	•	•	•
		•	•			•	•				
			•	•							
				•	•						
						•					
pronouns	<ul style="list-style-type: none"> <li>– subject</li> <li>– direct object</li> <li>– interrogative</li> <li>– indefinite</li> <li>– reflexive</li> </ul>	•	•	•	•	•	•	•	•	•	•
		•			•		•	•		•	•
		•	•	•			•		•		•
							•			•	
							•				
verbs	<ul style="list-style-type: none"> <li>– present</li> <li>– interrogative</li> <li>– imperative</li> <li>– simple past</li> <li>– modals (<i>may, can, want</i>)</li> <li>– dependent infinitive</li> <li>– expressing motion</li> </ul>	•	•	•	•	•	•	•	•	•	•
		•	•	•	•	•	•	•	•	•	•
		•		•	•	•	•	•	•	•	•
			•	•	•	•	•	•	•	•	•
		•					•			•	•
		•					•		•	•	•
				•			•				
adjectives	<ul style="list-style-type: none"> <li>– predicate</li> <li>– with the noun</li> <li>– demonstrative</li> <li>– possessive</li> <li>– interrogative</li> <li>– of quantity</li> <li>– exclamatory</li> </ul>	•	•			•	•			•	•
		•	•		•	•		•	•		•
			•		•		•	•			
		•	•	•	•	•	•	•	•		
			•		•						
		•	•			•	•				
		•								•	•
adverb	<ul style="list-style-type: none"> <li>– modifying the verb</li> <li>– modifying an adjective</li> <li>– modifying another adverb</li> <li>– interrogative</li> </ul>	•		•	•	•	•	•	•	•	•
						•	•				•
		•	•	•	•	•		•	•		•
other elements	<ul style="list-style-type: none"> <li>– prepositions</li> <li>– negation</li> <li>– co-ordinate conjunctions</li> <li>– cardinal numbers</li> <li>– impersonal expressions</li> </ul>	•	•	•	•	•	•	•	•	•	•
			•			•	•		•	•	•
			•					•	•		•
			•	•	•	•					
		•	•		•	•					

## GRAMMAR POINTS

Grammar points that occur  
in the English examples givenCommunicative concepts in which examples  
include these grammar points

Year 2: Year 1 plus		1	2	3	4	5	6	7	8	9	10
nouns	<ul style="list-style-type: none"> <li>– expressing possession*</li> <li>– used as adjectives*</li> </ul>	• •	•			• •	•	•	•	• •	•
pronouns	<ul style="list-style-type: none"> <li>– direct object*</li> <li>– indirect object</li> <li>– object of a preposition</li> <li>– relative</li> <li>– demonstrative</li> <li>– possessive</li> </ul>	• •	• • • • •	•	•		•	• • • •	•		• • • •
verbs	<ul style="list-style-type: none"> <li>– imperative*</li> <li>– simple past*</li> <li>– dependent infinitive*</li> <li>– future</li> <li>– perfect</li> <li>– past continuous (imperfect)</li> <li>– polite conditional</li> <li>– conditional</li> <li>– modals expanded</li> <li>– infinitive constructions</li> <li>– action continuing into the present</li> <li>– duration of time in the past</li> </ul>	• • • • • • • • • •	• • • • • • • • •	• • • • •	• • • •	• • • • • •	• • • • • •	• • • • • •	• • • • • •	• • • • • •	• • • • • •
adjectives	<ul style="list-style-type: none"> <li>– predicate*</li> <li>– with the noun*</li> <li>– demonstrative*</li> <li>– possessive*</li> <li>– interrogative*</li> <li>– ordinal numbers</li> <li>– comparative</li> <li>– superlative</li> </ul>			• •		• • • •			• • •	• • •	• • •
adverb	<ul style="list-style-type: none"> <li>– modifying an adjective*</li> <li>– comparative</li> <li>– superlative</li> </ul>	•	•					• •	•	•	
other elements	<ul style="list-style-type: none"> <li>– co-ordinate conjunctions*</li> <li>– subordinate conjunctions</li> <li>– noun clauses</li> <li>– adjective clauses</li> <li>– adverb clauses</li> <li>– conditional sentences</li> <li>– indirect commands/discourse</li> </ul>	• • • • •	• • • •	•	• • •	• • •	• • •	• • •	• • • •		• • • •

\* items already introduced within other concepts in Year 1



## GRAMMAR POINTS

Grammar points that occur  
in the English examples given

Communicative concepts in which examples  
include these grammar points

Year 3/OAC: Year 2 plus		1	2	3	4	5	6	7	8	9	10
pronouns	– indefinite*	•	•				•		•		•
	– object of a preposition*						•			•	
	– relative*						•			•	
verbs	– imperative*									•	
	– infinitive constructions*		•	•							
	– any useful tense	•	•	•	•	•	•	•	•	•	•
	– any needed mood	•	•	•	•	•	•	•	•	•	•
	– participles	•	•	•	•	•	•	•	•	•	•
	– passive voice	•	•	•	•	•	•	•	•	•	•
	– tense sequence	•		•	•	•	•	•	•	•	•
	– expressing implied future				•						
	– action continuing into the past				•						
	– gerunds (verbal nouns)									•	•
adjectives	– ordinal numbers*				•				•		
	– comparative*								•		
	– superlative*								•		
	– after an indefinite pronoun	•	•								•
other elements	– co-ordinate conjunctions*						•				
	– impersonal expressions*						•				
	– subordinate conjunctions*			•			•			•	
	– noun clauses*			•					•	•	
	– adjective clauses*			•			•				
	– adverb clauses*				•			•		•	
	– conditional sentences*						•			•	•
	– indirect discourse*	•		•		•			•	•	•
	– negative with infinitives						•				
	– causative construction						•		•		

\* items already introduced within other concepts in Year 1 or 2

## APPENDIX D

## ENGLISH GRAMMAR CHECKLIST

This appendix provides a checklist of English grammar points, organized according to parts of speech, with examples in English, in order to clarify the use of grammar terminology in this guideline. Space is provided for teachers to list comparable grammatical

categories in the language they are teaching, along with examples in that language.

It should be noted that grammatical forms used rarely in normal communication have purposely been omitted from the grammar summary.

## ENGLISH GRAMMAR CHECKLIST

<i>Category</i>	<i>Example</i>	<i>Equivalent in the language being taught</i>
<b>Nouns</b>		
proper nouns	George, Mary, the Browns, Paul's	
introducing common nouns		
– article + noun	a teacher the student(s)	
– partitive + noun	some bread some/any friends	
– demonstrative adjective + noun (See <i>Adjectives</i> .)	this letter that friend these/those people	
– possessive adjective + noun (See <i>Adjectives</i> .)	my/your/his/her sister(s) our/your/their friend(s)	
– interrogative adjective + noun (See <i>Adjectives</i> .)	which book(s)? what homework?	
– expressions of quantity + noun	too much work many a student all the girls	
singular and plural of nouns	cat/cats church/churches child/children	
nouns expressing possession	my sister's car	
nouns used as adjectives	the hotel room	
nouns indicating gender	actor/actress	
verbal nouns (See <i>Verbs: gerunds</i> .)	<i>Seeing is believing.</i>	

## ENGLISH GRAMMAR CHECKLIST

Category	Example	Equivalent in the language being taught
<b>Pronouns</b>		
subject pronouns	I/you/he/she/it/we/they	
object pronouns (direct and indirect)	me/you/him/her/us/them/it	
pronouns object of a preposition	Come with me.	
interrogative pronouns	who? whom? for whom? what?	
indefinite pronouns	something/anything someone/somebody anyone/anybody whatever/whoever/whomever one no one/nobody nothing	
relative pronouns	who/whom/whose/ to whom/which/that	
demonstrative pronouns	this (one) that (one) these/those	
reflexive pronouns	She cut <i>herself</i> badly. They bought <i>themselves</i> a new car.	
possessive pronouns	mine/yours/his/hers/ours/theirs/its	

**Verbs**

tenses (active voice*)	
– present	They <i>play</i> tennis well.
– simple past	They <i>played</i> well today.
– future	They <i>will play</i> their match next.
– present continuous	They <i>are playing</i> tennis.
– future continuous	They <i>will be playing</i> tennis by now.
– past continuous (imperfect)	They <i>were playing</i> tennis when the storm hit.
	They <i>used to play</i> tennis on Thursdays.

\*The passive voice for these tenses will be taught only if a specific need for it arises.

## ENGLISH GRAMMAR CHECKLIST

Category	Example	Equivalent in the language being taught
<b>Verbs</b> (cont'd.)		
tenses (active voice,* cont'd.)		
– perfect	They <i>have played</i> tennis for years.	
– past perfect	They <i>had played</i> tennis all morning.	
– future perfect	By tomorrow at this time they <i>will have played</i> their match.	
participles		
– present	By <i>playing</i> tennis you can get into shape.	
– past	<i>Played</i> well, tennis is exciting to watch.	
– present perfect	<i>Having played</i> tennis for years, she knew the game well.	
gerunds (verbal nouns)		
<i>Seeing</i> is believing.		
infinitive		
– present	<i>to sing</i>	
– past	<i>to have sung</i>	
– dependent	I must <i>leave</i> .	
mood		
– indicative	(See the sentences given above under <i>tenses</i> .)	
– imperative	<i>Play</i> ball! <i>Let's play</i> tennis.	
– conditional	She <i>would play</i> tennis if it weren't raining. He <i>would have played</i> tennis if the weather had been good.	
– subjunctive	It is recommended that he <i>be</i> there by 10:00.	

\*The passive voice for these tenses will be taught only if a specific need for it arises.



## ENGLISH GRAMMAR CHECKLIST

Category	Example	Equivalent in the language being taught
<b>Verbs</b> ( <i>cont'd.</i> )		
special considerations		
– regular verbs		
– irregular verbs		
– reflexive verbs	The three-year-old can <i>dress himself</i> .	
– modal verbs	can/may/ought/should/must/have to/ will	
– auxiliary verbs	Does he play tennis? I <i>don't</i> know. He <i>has</i> left. <i>Had</i> he already eaten?	
– aspect: completed (perfective) incomplete (imperfective)	I <i>read</i> the book to the end. I <i>was reading</i> the book last night (but I didn't finish it).	
– expressing habitual action or motion vs. single action or motion	She <i>leaves</i> for school every day at 7:30. She <i>is leaving</i> for the show now.	
– expressing action continuing into the present or into the past	He <i>has been waiting</i> for an hour. He <i>had been waiting</i> for an hour.	
– expressing duration of time in the past	He <i>waited</i> three weeks.	
– expressing implied future	Wait until they <i>arrive</i> .	
– tense sequence	After he <i>had eaten</i> , he <i>went</i> to bed. If it <i>rains</i> , I <i>will stay</i> at home. If it <i>rained</i> , I <i>would stay</i> at home. If it <i>had rained</i> , I <i>would have stayed</i> at home.	
<b>Adjectives</b>		
predicate adjectives	He is tall.	
adjectives with the noun (attributive)	the yellow car the intelligent students	
demonstrative adjectives	this/that these/those	
possessive adjectives	my/your/his/her/our/their/its	

## ENGLISH GRAMMAR CHECKLIST

<i>Category</i>	<i>Example</i>	<i>Equivalent in the language being taught</i>
<b>Adjectives</b> ( <i>cont'd.</i> )		
interrogative adjectives	which/what car?	
adjectives of quantity	many/few/some	
ordinal numbers	the second page	
comparison of adjectives – comparative	He is taller than Paul. These questions are less difficult than those. This story is more interesting than that one. She is not as happy as I am.	
– superlative	the fastest the least happy	
– irregular comparison	much/more/most little/less/least good/better/best bad/worse/worst	
adjectives after an indefinite pronoun	something interesting	
exclamatory adjectives	What a shame!	
<b>Adverbs</b>		
adverbs modifying the verb	happily/sadly/well/already/here/there/ upstairs/downstairs/tomorrow	
adverbs modifying an adjective	so big/very small/too long	
interrogative adverbs	when? why? where? how? how many?	
comparison of adverbs – comparative	more quickly	
– superlative	(the) soonest	
– irregular comparison	badly/worse/worst	
<b>Prepositions</b>		
	on the table by hand at 3:00 o'clock	

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**ENGLISH GRAMMAR CHECKLIST**


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<i>Category</i>	<i>Example</i>	<i>Equivalent in the language being taught</i>
<b>Conjunctions</b>		
co-ordinate conjunctions	and/but/or	
subordinate conjunctions	because/when/as soon as/if (See <i>Pronouns: relative</i> .)	
<b>Negation</b>		
not	He doesn't speak Mandarin. We do not know where she is.	
never/nothing/no one/no longer/no/ not any (none)/neither...nor/ not only...but also	She <i>never</i> throws anything out. He did <i>not</i> have <i>any</i> visitors.	
negative with infinitives	He asked him <i>not to go</i> .	
<b>Other elements</b>		
cardinal numbers	one/two/three, etc.	
impersonal expressions	It is raining. It is hard to stay awake.	
noun clauses	He knows that you were there.	
adjective clauses	The woman whom we met was a lawyer.	
adverb clauses	When they arrive we will call you.	
conditional sentences	(See <i>Verbs: mood, conditional</i> .)	
indirect commands	I told them to come early.	
indirect discourse	He said that he was leaving.	
causative construction	She had a boat built last summer.	
elements in the language being taught that warrant special consideration		

## APPENDIX E

### CULTURAL TOPICS

This outline of cultural content is organized into eleven topics, with a series of questions related to each. Although the questions are not specific to a particular culture, the answers the teacher develops with students will be, and will constitute the cultural component of that language curriculum.

The cultural content of the international language program is not prescribed. The outline provided has been designed to permit teachers a high degree of flexibility in preparing this component of their course. It is not intended that all the suggested topics and questions be included for every language. Teachers may choose from among the topics and subtopics to provide for their students a selection of cultural assignments that relate to each other and to the course.

Students of international languages across Ontario have diverse backgrounds. Some live in an environment that exposes them to the language almost constantly; for others, exposure may be only occasional; still others may be learning the language for the first

time. Where the background and milieu of the students permit, the discussion of cultural topics should draw on the students' general knowledge.

If the language being studied is an African, Asian, or European language spoken in a community in Canada as well as a country or countries outside Canada, the cultural questions should be used to examine the culture in both the Canadian and the non-Canadian settings, and to consider its differences and similarities in those settings. Where changes in cultural patterns are noted, students should consider why these have occurred. This is particularly important when students in the class are members of this language community.

While community characteristics can be generalized to some degree, teachers should ensure that individual variations within a language community are recognized and avoid treating the cultural community as though it were a uniform whole.

#### 1. Social Interaction

Patterns of politeness and respect

- What expressions and gestures are used to address
  - an older acquaintance?
  - a younger acquaintance?
  - an older stranger?
  - a younger stranger?
  - a close friend in the peer group?
- What expressions and gestures are used to address
  - parents?
  - younger brothers and sisters?
  - grandparents?
  - aunts and uncles?
  - cousins?
- What expressions and gestures are used when greeting, introducing, or taking leave of the acquaintances, strangers, and family members listed above?
- What expressions are used to interrupt, apologize, thank, and congratulate the people listed above? When is it permissible to interrupt? When is it not acceptable?
- In what posture and how close does one stand when addressing each of the people listed above? Where does one look when addressing or listening to each of them?
- What are some gestures and some slang and colloquial expressions in current use to express emotions such as surprise, anger, fear, sympathy, disappointment, enthusiasm, annoyance, delight?



## 1. Social Interaction (cont'd.)

Patterns of politeness and respect (cont'd.)

- What are some jokes, idiomatic expressions, sayings, and proverbs used in this language? What do they mean? When are they used (e.g., to reprimand, to educate, to encourage, to comment)?
- What is the appropriate tone of voice and rate of speech when
  - explaining?      • disagreeing?
  - requesting?      • refusing?
  - denying?          • persuading?
  - enquiring?        • warning?
  - directing?         • ...?

Communication by telephone or mail

- What is the importance of the telephone within the country or countries where the target language is spoken? Does every home have a telephone? Is there some reason why telephones are not common? For what purposes is the telephone regularly used?
- What are the steps in making a phone call
  - on a private phone?
  - on a public phone?
 Is a phone directory usually available? How is it used?
- How are long-distance calls made within the country or countries?
- How are long-distance calls made from Canada to other countries where this language is spoken?
- What type of mail service exists in the country or countries where the language is spoken?
 

Are there special occasions during the year when it is particularly important to people in this group to make contact with relatives and acquaintances by mail? When? Why? Are letters used, or are special letters, special telegrams, or special greeting cards sent?

(See also *Family: Traditions and rituals*, page 91.)
- What other services does the post office provide?

Patterns of socialization

- What are some common after-school activities for young people of this language group? Do they
  - participate in co-curricular activities?
  - play sports?
  - meet friends?
  - work on hobbies?
  - work at jobs outside the home?
  - help out at home?
- What are some of the major sports enjoyed by members of this language group? What is the attitude towards competition? Who plays?
- What are some traditional games played? How are they played? When are they played? By whom?
- Do people who speak this language usually establish a community centre? Do young people usually meet there? How often? When? What are some of the activities offered at the community centre?
- Where are boys and girls and young people permitted to meet each other? Is supervision a requirement? If so, what kind of supervision is usually required?
- Are young people permitted to date? What is the acceptable age for dating? How is a date usually arranged?
- Do the socializing conventions for young unmarried people in this language community conflict with other socializing conventions with which they are in contact? If so, in what way? How are these conflicts resolved?
- What are the customs and rituals connected with engagement and marriage in the language community? Consider such aspects as:
  - choosing a partner
  - dowry
  - gifts
  - ceremonies
  - festivities

## 2. Family

Organization and structure of the family – What are the general patterns of family organization found in the language group? Does only the nuclear family live together or does the extended family live together?

- What are the functions and responsibilities within the household of
  - father?
  - mother?
  - older children?
  - younger children?
  - boys?
  - girls?
 Who has the main decision-making role within the family at home and in the community?

- What provisions are made for child care within the family? Who has the major responsibility for the children?
- Is there a contrast between the lifestyles of older and younger generations in the family? If so, what is the contrast? Does it produce conflict? How is the conflict resolved?

- What is the status of grandparents and older relatives within the family? Does the older generation live within the household? Does the older generation participate in household responsibilities such as meal preparation, shopping, or child care?

Traditions and rituals – What is the place of traditions and rituals in the family? Are these traditions and rituals related to observances of significant occasions such as holy days, birthdays, name days, or feast days? How are such occasions observed by the family?

- What are some common superstitions and taboos found in the family and in the language community?

Roles at significant points in the life cycle – What are the significant events in the life of the individual (e.g., birth, entrance into adulthood, marriage, death)? How is each event observed in the family and in the community?

## 3. Food and Drink

Meal patterns – When are meals eaten? Who prepares them? What is the main meal of the day? What are some of the dishes and beverages found at these meals?

- What is the order in which the food is served at the main meal? What is the customary table-setting at the main meal? What are acceptable table manners during this meal?

Traditions and rituals related to food – For what occasions are traditional festive meals prepared (e.g., for religious events, to celebrate important life experiences, to celebrate occasions special to that language community)?

- What are some of the traditional dishes? What is the significance of these dishes? Can students demonstrate how the dishes are prepared?

- What rituals are connected with these festive meals? Are there toasts, blessings, special songs, prayers? How is the toast proposed or the blessing given?

Food and socializing – Are any meals or snacks eaten outside the home? When? Are these meals or snacks eaten in special cafés and restaurants? Are these eating places also significant as social clubs and meeting places? Do both men and women eat in these places?

- What are the attitudes of people in this language group towards smoking and drinking? Are these considered taboos for certain members or age groups? Are they related to any rituals or traditions? Which ones?

#### 4. Personal Appearance and Possessions

- |  |   |
|--|---|
| Mode of dress – traditional and modern | <ul style="list-style-type: none"> <li>– What is the traditional dress for men and women? Are there different styles for different regions of the country or countries where the language is spoken?</li> <li>– What is the significance of this special clothing? What are its origins (e.g., folk tales, handicrafts)?</li> <li>– What are the functions of the various parts of the traditional dress? Is any of this traditional dress worn today? When?</li> <li>– Are special outfits worn for special occasions, such as weddings or funerals? What are these outfits? Are they worn today?</li> <li>– What role do cosmetics and make-up have in the culture? Is make-up used for theatrical or religious purposes?</li> </ul>  |
| Prized possessions                     | <ul style="list-style-type: none"> <li>– Are there some special possessions that are handed down from generation to generation within the community (e.g., heirlooms, jewellery, books, amulets)?</li> <li>– Are special possessions put aside for a dowry? What are they? Are special possessions transferred from family to family during a marriage ceremony? What kind? Are special possessions given to a young person during a coming-of-age ritual? What are they? Do any of these possessions have symbolic or religious significance? What is this significance?</li> <li>– What are considered status symbols by young people in the community (e.g., cars, video cassettes, video games)? What is the attitude of the older generation towards these symbols?</li> <li>– Does the older generation have any status symbols? If so, what are they?</li> </ul> |

#### 5. Environment and Geography

- |                |  |
|----------------|--|
| Topography     | <ul style="list-style-type: none"> <li>– What are the major areas where this language is spoken?</li> <li>– What are the characteristic geographical features of these areas: lakes, mountains, rivers, regions, location of major cities?</li> <li>– What is the climate in the various regions?</li> </ul>   |
| Transportation | <ul style="list-style-type: none"> <li>– What are the main travel routes to and from major regions where the language is spoken? What are the main travel routes within the region?</li> <li>– What are the main forms of transportation?</li> </ul>   |
| Economy        | <ul style="list-style-type: none"> <li>– What is the main form of economic activity in these regions?</li> <li>– How industrialized are these regions? What are the major industries?</li> <li>– Is agriculture an important aspect of the economy? What type of agriculture is found in the various regions?</li> <li>– Are the countries primarily exporters or importers (or both)? Why? What are some of the main export products? Where are the products exported to? What are some of the main import products? Why are these products imported?</li> <li>– How is the economy organized? Is there free enterprise or state control, or a combination of the two? Are small businesses or large enterprises characteristic of the economy?</li> <li>– What training is required for typical jobs in the economy? How is this training acquired?</li> </ul> |

## 5. Environment and Geography (cont'd.)

- |   |  |
|---|--|
| Relationship to environment                       | <ul style="list-style-type: none"> <li>– How do people in the country or countries adapt to their natural environment?</li> <li>– What is the people's attitude to land, natural resources, and urban conservation?</li> <li>– Do the literature and traditional customs reflect a particular attitude towards the environment? What is it?</li> <li>– What is the attitude of official institutions, such as government and schools, towards the environment?</li> </ul>  |
| Lifestyles  | <ul style="list-style-type: none"> <li>– What are the main characteristics of the lifestyle in major cities in the country or countries?</li> <li>– What are the types of buildings, daily life routines, land-use patterns, etc.?</li> <li>– Are there distinct urban and suburban lifestyles? What are they? How can they be recognized?</li> <li>– Where are major cities located and why? How have the cities changed over time? How do areas within cities differ from one another?</li> <li>– What are some main characteristics of rural life in the country or countries? What are the types of buildings, land-use patterns, daily routines, recreation patterns, etc.?</li> <li>– Is a population shift occurring in the country or countries? Where to? Why?</li> </ul> |
| Comparisons with the language community in Canada | <ul style="list-style-type: none"> <li>– How does the urban or rural life of people in the country or countries compare with the life led by this language group in Canada in:               <ul style="list-style-type: none"> <li>• organization of the community?</li> <li>• types of buildings?</li> <li>• daily routines for adults, youth, and children?</li> <li>• job patterns and changes in employment?</li> </ul> </li> </ul>   |

- Is the language group undergoing a population shift within Canada? Where to? Why? Where did the grandparents or parents first live in Canada? Where did they work? Where do the adults live and work today? Why?
- Would new immigrants from the country or countries be likely to settle on a farm or in a city today? Why?

## 6. Education

### General organization

- How is schooling organized in the country or countries? What is the starting age? What is the length of a school day? Where is the school located in relation to the home?
- How many different types of school are there at the elementary and secondary levels (e.g., classical, technical, vocational, religious)? What are some main features of each? How many years of study are needed in order to graduate from each of these schools? What types of careers or postsecondary education do these different schools lead to?
- Can people develop career skills through apprenticeships? What kinds of skills are learned in this manner? Who is the instructor?
- How is the school day organized at the secondary level?
- Do students participate in the decision making of the school? Are students politically active? Is this political activity expressed through the school structure? If so, how?
- How formal or informal is the relationship between teachers and students in:
  - a secular secondary school?
  - a religious secondary school?
  - an apprenticeship?
 How can one recognize the degree of formality in this relationship? How does one address the teacher in each of these settings?



## 6. Education (cont'd.)

- General organization (cont'd.)
- What is the general attitude of the language group towards education? Is education an important social value? Is one type of education more valued than another? If so, which type and why?
  - In what ways is the education system in the country or countries different from the education system in Ontario?

## 7. Technology and Science

- Adaptation through technology
- How have members of the language group used technology to adapt to their environment?
- Innovators
- Who are some members of the language group who have made a contribution to the development of technology or science in the past?
  - Who is making a new contribution to technology or science today? What has been their contribution? How has this influenced the community and society outside the community?
  - How have new technological and scientific developments influenced the life of the community? Has the lifestyle changed? In what ways (e.g., increase in leisure time, shift of social values, increase in communication between groups, shift from agricultural to urban settings, development of new industries)?
  - Has the community resisted changes that could result from technology or science? If so, in what ways? Why?

## 8. Institutions

- Social institutions
- What are the main social institutions in the language group? What is their purpose? Who are the members? How are these institutions organized? Why do people use these institutions?
- Financial institutions
- What are the main financial institutions? What is their purpose?
- Political institutions
- What are the political institutions? What is their purpose? Is there a relationship between the politics in a country of origin and political activity in the Canadian community? If so, what is the relationship?
- Religious institutions
- What are the general views of members of the language group about the roles of labour and government in society? Are there historical reasons for these views?
  - What are the places of worship? How does one recognize a place of worship? When does one worship in these places? What are some of the holy days or special events of the religion(s) practised by this language group?
  - What are the religious practices and observances of the particular faith community or communities during the special days or events referred to above?
  - Are there daily religious practices that are followed? What are they? Are the practices the same for men and women? If not, what are some differences?
  - Is there a day with special religious significance that is observed during the week? What day is it? What are the traditional religious practices observed during this day? (Teachers may want to use this occasion to discuss some of the special days and related traditions for other communities in Canada.)

## 9. History and Civics

Major historical events

- What is the background of the people as told through recorded history, myths, and folk tales? What are the significant events in the history of the people? Who are the key figures connected with these significant events? How are these events remembered and observed (e.g., recorded history, oral history, special customs, rituals, and events, literature and song, the arts)?

Government and society

- What was traditionally the major government structure in the country or countries where the language is spoken? Has it changed in modern times? How? What is the type of government today?
- In what ways does the government resemble the Canadian system of government? In what ways is it different?  
(Teachers may want to use this occasion to discuss the rights of the individual citizen in Canada and the Charter of Rights and Freedoms, if students are sufficiently competent in the target language.)

Patterns of immigration

- What has been the pattern of immigration to Canada for people of this language group? When did they come to Canada? Why? Were their reasons economic, political, social, religious, or a combination of these? Where did these people settle in Canada?
- What difficulties did they have to overcome (e.g., the language barrier, culture shock, the effects of stereotyping)?

The community in Canada

- How has the culture of the group changed in Canada?
- How has the group's culture influenced other groups in Canada?

- What are some of the experiences shared with groups from other cultures that immigrated to Canada?

- What has been the contribution of people of this language group to Canada in
  - the arts?
  - science?
  - government?
  - the expansion and development of Canada?

(Teachers may use this occasion to discuss some of the contributions of other immigrant groups in these areas.)

- How do these people maintain contact with their language group
  - within the community?
  - within Ontario?
  - across Canada?
  - in their country or countries of origin?

## 10. The Arts

Classical arts

- What are some significant examples of the classical music, art, drama, dance, literature, and architecture of this language group from
  - the community's history?
  - today?

- What are the major characteristics of the examples in music, art, drama, dance, literature, and architecture mentioned above?

- Who are some of the originators of these achievements: the composers, artists, dramatists, dancers, writers, architects?

What are some unusual or unique biographical facts about them? Where did or do they live? Why are they remembered and respected?

## 10. The Arts (cont'd.)

Folk and popular arts

- What are some typical examples of the folk culture of the language group (e.g., folk music and dance, folk tales, folk drama, folk heroes, folk art, handicrafts, popular theatre, popular music, popular art)?
- What are the distinctive characteristics of the examples mentioned above?
- Is there a particular animal, bird, or plant that has special symbolic significance for the culture? If so what is it and how is this significance shown in the folk art?
- Where in Canada can one find examples of the folk and popular music, theatre, and art of the group?
- Can students demonstrate some of these arts and crafts?

General significance of the arts

- What is the importance of the arts
  - to the individual?
  - to the community as a whole?
  - to others beyond the community?

## 11. The Media

Resources

- What media resources are available to the language group (e.g., radio and television programs, magazines, and newspapers)? Are these resources readily available?

Print media

- What are some of the major newspapers available to the language group? Are there noticeably different types of newspapers and magazines (e.g., more oriented to general news, to community news, or to commentary; more oriented to a young readership or an older readership)? How can one recognize these differences (e.g., by checking the headlines, layout, types of articles, number and kinds of photos)? Which magazines or newspapers are most popular with teenagers? Why?

- Is there a favourite cartoon character or comic series? What is it? Who reads this cartoon or comic series? Why is it so popular?

- What type of advertising does one find in these magazines and newspapers? What aspects of the culture are revealed through these advertisements? How does advertising portray men and women? Are any products advertised that are well known in Canada? If so, do the advertisements differ from those in Canada? How?

- How do the magazines and newspapers compare or contrast with Canadian print media in
  - content?
  - viewpoint?
  - layout?
  - price?

Television

- Is television accessible to everyone? How much time does a teenager usually spend watching TV? When are programs available? What types of programs are available for teenagers? What is a favourite teenage program?

Popular artists

- Who are some popular TV stars? Why are they so popular? Who are some popular recording artists? What are some examples of their music?

Videotapes and computer games

- Are videotapes and microcomputer games a form of recreation in the language group? If so, do both adults and young people play these games? What is the general attitude to videotapes and microcomputer games as a form of recreation?

## APPENDIX F

## SAMPLE ASSESSMENT INSTRUMENTS

**Evaluation of Oral and Written Assignments**

The following sample outlines may be used for the evaluation of oral presentations or interviews and

written assignments. The teacher will convert the total mark for an assignment to give it an appropriate weighting within the year's program.

**SCALE FOR ORAL EVALUATION****Considerations***Total possible : 50 or 60***Content: 20**

– information/ideas	0	1	2	3	4	5
– personal understanding/comments	0	1	2	3	4	5
– organization	0	1	2	3	4	5
– interest/originality	0	1	2	3	4	5

**Presentation: 10**

– delivery (expression, gestures, support material)	0	1	2	3	4	5
– spontaneity	0	1	2	3	4	5

**Language: 20**

– choice of sentence structure and vocabulary, ability to express ideas within personal language competence	0	1	2	3	4	5
– grammatical accuracy	0	1	2	3	4	5
		6	7	8	9	10
– pronunciation/intonation	0	1	2	3	4	5

**Total: 50**

Conducting group discussion of presentation (optional except in OAC)

0	1	2	3	4	5
	6	7	8	9	10

**Total: 60**

Comments:

Strengths:

Areas for improvement:



---

**SCALE FOR WRITTEN EVALUATION**

---

**Considerations**

**Total possible : 50**

**Content: 20**

- |                                     |    |
|-------------------------------------|----|
| – information/ideas                 | 15 |
| – personal understanding/creativity | 5  |

**Organization: 15**

- |                       |   |
|-----------------------|---|
| – introduction        | 3 |
| – development         | 3 |
| – conclusion          | 3 |
| – sequencing of ideas | 3 |
| – clarity             | 3 |

**Language: 15**

- |   |    |
|---|----|
| – choice of sentence structure and vocabulary, ability to express ideas within personal language competence | 5  |
| – grammar, spelling   | 10 |

---

**Total: 50**

---

Comments:

Strengths:

Areas for improvement:

### Evaluation of Group Work

Some group work will be evaluated informally as a regular part of class interaction. The following ten criteria may be used for such informal evaluation.

The group member:

1. is courteous to others.
2. accepts a share of the responsibility for the group's performance.
3. works well without supervision.
4. volunteers information.
5. listens when others are talking.
6. can extend another's idea.

7. is sensitive to the opinions of others.
8. asks for help or clarification.
9. helps others in organization and revision.
10. persists in the effort to communicate ideas in the target language.

The evaluation of major assignments should be based on the suggested considerations for oral and written work previously outlined. Evaluation of group work should also include a component for the assessment by students of their own contribution and the work of the others in the group. Students can use the following outline to evaluate themselves and their peers in group work.

### SCALE FOR SELF-EVALUATION AND PEER EVALUATION IN GROUP WORK

Evaluator: \_\_\_\_\_

Class: \_\_\_\_\_

Subject/task: \_\_\_\_\_

Date: \_\_\_\_\_

Group: \_\_\_\_\_

Names of Participants

#### Considerations

#### Possible Mark

Contribution to work of group 5

Help given to others in organizing the work and revising language 5

Persistence in use of target language 5

Quality of language 5

Total possible 20

1	2	3	4	5	
Me					

Evaluator's comments:

Teacher's comments:

### Evaluation of Personal Growth and Job Skills

The following forms for the evaluation of personal growth and job skills can be used to remind students regularly of the criteria by which this aspect of their

work is judged. Students should evaluate themselves before they discuss their personal growth with the teacher.

### SELF-EVALUATION OF PERSONAL GROWTH AND JOB SKILLS<sup>2</sup>

Give yourself a mark on each of these questions. Total your score out of 50 at the bottom.

	Yes	Sometimes	No		
1. Do you arrive on time for classes?	5	4	3	2	1
2. Do you attend classes regularly?	5	4	3	2	1
3. Do you come to class equipped with your textbook, notebook, and pen, and ready to work?	5	4	3	2	1
4. Do you try your best in lessons, assignments, and tests?	5	4	3	2	1
5. Do you listen and speak politely during lessons, games, and conversations?	5	4	3	2	1
6. Do you work co-operatively with others on projects and tasks?	5	4	3	2	1
7. Do you complete tasks that are given to you or that you agree to do?	5	4	3	2	1
8. Do you accept politely people who are different from you?	5	4	3	2	1
9. Do you accept advice about improving in this subject?	5	4	3	2	1
10. Can you make other people understand what you want and how you feel?	5	4	3	2	1
Total:					

2. This instrument is adapted from the *Evaluation of Performance* used at Castle Frank High School, Toronto Board of Education. It is used periodically throughout the year.

TEACHER EVALUATION OF PERSONAL GROWTH AND JOB SKILLS<sup>3</sup>

Student: \_\_\_\_\_

Course: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

*Teachers should have students use this form to evaluate themselves before they discuss their personal growth with the teacher.*

*Attitude*

- 4 shows high interest and enthusiasm
- 3 shows average interest and enthusiasm
- 2 shows little interest and enthusiasm
- 1 shows no interest or enthusiasm

*Attendance*

- 3 attends regularly
- 2 is absent on occasion
- 1 is frequently absent

*Punctuality*

- 3 is always on time
- 2 is occasionally late
- 1 is frequently late

*Preparation for Class*

- 2 brings required material and equipment
- 1 often does not bring required material and equipment

*Relations With Others*

- 4 is very compatible with everyone
- 3 works well with others
- 2 gets along satisfactorily with others
- 1 gets along unsatisfactorily with others

*Participation*

- 5 is excellent
- 4 is very good
- 3 is good
- 2 needs improvement
- 1 is weak

*Work Habits*

- 4 is a self-starter (seeks work)
- 3 is a good worker (attends to task at hand)
- 2 is a satisfactory worker (requires some urging)
- 1 is an unsatisfactory worker (requires frequent guidance)

Total (out of 25)

Overall Performance

Excellent

Good

Satisfactory

Unsatisfactory

This evaluation has been discussed with the student. \_\_\_\_\_ Yes \_\_\_\_\_ No

Student signature: \_\_\_\_\_

Comments: \_\_\_\_\_

<sup>3</sup> This instrument is adapted from one used at Clarke High School, Northumberland and Newcastle Board of Education.



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